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ABSTRACT

This document contains a sourcebook developed as a program planning guide for community colleges and other interested institutions for the planning and implementation of effective educational programs for the elderly. The sourcebook contains the following information: (1) an examination of the changes in the nature of the older adult population and the impact of these changes on their educational needs, (2) a "state of the art" report on current community college programs for elders, (3) an inclusive model of educational program development for elders, (4) sample core curriculums in five specially delineated program areas for elders, and (5) an appendix of additional case studies, pertinent resources and contacts, and an annotated bibliography. The document also contains program plans for the development of a conference for community college administrators for the purpose of disseminating information offered in the sourcebook. Such a conference was held in Boston in 1975, and is discussed. Sample letters, forms, and materials are appended. (Author/PC)

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Final Report

Program Planning Guide for Education to Elderly

National Institute of Education Project No. 4-0997

Principal Investigator: Lillian L. Glickman

Massachusetts Association of Older Americans, Inc.
Boston, Massachusetts

April 25, 1975

The research reported herein was performed pursuant to a grant [contract] with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official National Institute of Education position or policy.

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Project Period 7/15/74 - 4/15/75

Phase I: Sourcebook Development
7/15/74 - 1/15/75

Phase I of the project involved the development of a program planning guide for community colleges and other interested institutions for the planning and implementation of effective educational programs for elders. The resulting manuscript, Community Colleges Respond to Elders: A Sourcebook for Program Development, is enclosed (see Attachment A). In capsule, the sourcebook contains the following information:

* An examination of the changes in the nature of the older adult population and the impact of these changes on the educational needs of elders.
* An analysis of the capability and potential of education, in general, and community colleges in particular, to meet these changing needs.
* A "state of the art" report on current community college programs for elders including two case studies of exemplary programs.
* An inclusive model of educational program development for elders providing specific guidelines on needs assessment, outreach and recruitment, selection of program content, maximization of resources, and funding.
* Sample core curriculums in five specially delineated program areas for elders.
* An appendix containing additional case studies, pertinent resources and contacts, an annotated biliography and a listing of community colleges surveyed.

The preparation of the sourcebook was based on information gained through the following procedures:

* A telephone survey of 150 community college deans of continuing education and community services or other appropriate college administrators. The sample was chosen to include 100 colleges that had special programs for elders and 50 that offered no such programs (see Attachments B and C for sample cover letter and questionnaire and a detailed explanation of survey methodology).
* Three site visits to selected community colleges with programs identified as particularly effective or worthy of study.
* A comprehensive review of the literature on educational programs for elders including special needs and desires of elders as well as special problems encountered in developing and implementing programs for this group.
* Input from an advisory panel consisting of elders, community college administrators and experts in education and gerontology (see Attachment D for advisory panel members).

There are two major findings from Phase I of this project:

1.) There exists a widespread demand for practical guidelines and information on educational program development for elders. In surveying administrators across the country, a great many requests for further information on program development for elders were encountered. Although relatively few colleges have developed special programs for elders, there is a growing interest in serving this population for both philosophical and financial

reasons. Yet, a large majority of administrators surveyed felt that one of the greatest obstacles to program development was their lack of knowledge of the educational needs and desires of elders as well as of techniques for planning, implementing and funding programs. Many commented that most of the available information was too theoretical and failed to combine an understanding of elders' needs with a comprehension of the practical problems faced in educational administration. Administrators were most often interested in knowing what other community colleges were doing for and with elders and what techniques of program development had actually worked well. One sidelight of this survey was that the project staff often served as an informal information and referral service by putting college administrators in contact with others in their geographic areas who might be helpful in program development. Overall, the desire for practical information was widespread.

2.) A process of program development which has lead to successful programs and which is capable of replication (with modifications for individual college and community characteristics) was identified and described. In analyzing the survey results, the literature and other information, the project staff found that programs considered successful (i.e. used by elders and rated as effective through informal or formal evaluations done by college administrators) varied with regard to program content. Yet, although content differed, almost all of these programs employed a similar inclusive process of program development. That is, these successful programs followed certain identifiable steps in program planning and implementation which involved elders in active roles as initiators, planners, organizers and instructors, rather than only as students. The project staff found that elders' involvement

in the process of program development is crucial and as important as the resulting program content. The inclusive model of program development presented in the sourcebook is based on this finding.

Phase II: Dissemination Conference
1/15/75 - 4/15/75

Phase II involved the development of a conference for community college administrators in the Northeast region for the purpose of disseminating information in the sourcebook. The Conference was planned to best meet the information needs of administrators as evidenced in Phase I. The resulting design was for a small, informal working conference bringing together fifty-two (52) administrators and focused around problem solving workshops. The purpose of the workshops was to assist administrators in understanding and actually grappling with the practical issues faced in planning and implementing programs for elders. In particular the workshops were structured to provide insight into the inclusive process of program development and to cover such areas as needs assessment, outreach and recruitment, program content, maximizing resources, and funding. In order to provide special assistance and expertise, selected resource people were invited. This group included four community college administrators from across the country who had developed exemplary programs for elders and a program specialist from the American Association of Community and Junior Colleges. These resource people participated in each of the workshops on a previously arranged rotation schedule and made themselves available for informal discussions and questions during free periods of the conference.

The development of the conference was accomplished through a subcontract with Middlesex Community College in Bedford, Massachusetts. The Massachusetts

Board of Regional Community Colleges also supported the conference, and selected Deans of Continuing Education at other Massachusetts community colleges attended a special training session and served as workshop leaders. All conference participants were provided with background materials including a copy of the sourcebook, an agenda, a statement on the history and goals of the Conference, background information on conference planners and resource people, lists of conference participants arranged both alphabetically and by workshop assignments, problem solving exercises, and a checklist providing information on programs for elders in community colleges in the Northeast. This latter checklist was a compilation of information gathered from responses to a special questionnaire included in the initial conference invitation (see Attachment E for samples of materials provided to conference participants).

The Conference, "Education for a New Age: Planning for Elders in Community Colleges," was held in Boston on April 10 and 11, 1975. There were 68 participants (administrators plus elders, students and other interested persons) who were divided into five workshops. Reactions to the conference were provided both orally and in written form at the closing general session. Overall, the reactions were favorable. Following is an evaluation of both conference accomplishments and shortcomings based upon participants' reactions and project staff's analysis:

1. The conference provided an information base for many administrators on the growing educational needs of elders and the kinds of options and innovations that education can provide both now and in the future. As such, it served as an encouragement to develop programs where none exist and as an inducement to expand existing programs.

2. The conference provided practical "how to" information on program development and implementation. Community college administrators without special programs for elders felt better prepared to begin development and those with programs felt they had new information to meet particular problem areas.
3. A more positive view of elders and their capabilities and potentials as allies in program development was a reported result of the conference. Many administrators mentioned intent to use elders more actively as resources rather than simply as clients in education programs.
4. The conference provided an opportunity for community college administrators to pool ideas and share experiences with other administrators in similar positions. Throughout the survey conducted in Phase I, community college administrators expressed the desire to hear how others had actually developed programs and for many participants this proved to be one of the most valuable aspects of the conference. Besides providing information on other programs and positive reinforcement for program development, such contacts can also have the more far reaching effect of laying a base for future coordination and for a regional information network on community college programs for elders.

5. The Conference highlighted the sourcebook and provided information as to its intent and usage.

Some specific actions in program planning for elders have been initiated as a result of this Conference. The President of Middlesex Community College, the co-sponsor of the conference, has called in the project staff to provide consultation and assistance in working to obtain resources for more innovative programs for elders at the college. The Massachusetts Board of Regional Community Colleges has also proposed that the project staff work to develop a consortium of Massachusetts community colleges to maximize educational resources for serving the State's elders. At the Conference, the Massachusetts Secretary of Educational Affairs unveiled his intentions to develop a state plan to insure expanded educational opportunities for elders. Eastfield Community College in Mesquite, Texas also sent a representative to the Conference and expressed the desire to work with the project staff in further developing programs currently in the planning stage.

The Conference method of dissemination proved to have several shortcomings and was unable to meet certain needs. The majority of critical comments centered around the inability of any conference vehicle to provide some of the specific kinds of technical assistance that many colleges, particularly those without existing programs for elders, face. While these participants felt that they gained information and guidance from the Conference, they also felt a conference structure could not provide some of the in-depth direct assistance they needed. For example, one administrator wanted direct assistance on a specific problem with recruitment, and several colleges needed guidance in obtaining initial funding and seed money for programs.

III. Conclusions and Recommendations

The survey conducted in Phase I documented an increasing interest on the part of both elders and community colleges in the development of educational programs for this group. The majority of today's elders are an active, healthy, experienced group of people who face an excess of time and an absence of well-developed options that provide meaningful involvement for this time. As the sourcebook indicates, the need to develop new options and roles and to plan creatively for this period of life will become more pressing in the future since elders represent the fastest growing segment of the population. Community colleges, with their mandate for embracing the educational needs of the whole community, are particularly appropriate environments for developing programs to meet elders' needs. Of existing educational institutions, community colleges have evidenced the most flexibility with regard to program content, styles of teaching, use of off campus facilities, and outreach and recruitment efforts.

The survey in Phase I showed that one of the greatest obstacles to program development for elders, as perceived by community college administrators, was the lack of knowledge and information on techniques of planning and implementing programs for this population. The sourcebook developed as part of the project provides basic practical guidelines which can be of assistance in closing this information gap. In particular, the inclusive process of development outlined in the sourcebook can be adapted with some individual modifications to fit the needs of community colleges in a variety of different settings and with very different elderly populations. Yet, the sourcebook, by its very nature, can only present a general model and cannot possibly deal with the myriad of specifics and individual problems that

arise in program development. Consequently, the sourcebook can be most effective when supplemented by more direct dissemination modes including use of demonstration site training programs, direct technical assistance, and further regional seminars and conferences.

More specifically, in order to build the capabilities of community colleges nationwide to develop and implement programs for elders, it is recommended that regional demonstration sites be selected and developed. These sites would have the following functions:

* To serve as model programs both in general for their own regions and, in some specific aspects, for the country as a whole.
* To serve as on-going regional centers for dissemination of information to other community colleges through the development of conferences, workshops and printed materials.
* To develop the capability to provide direct technical assistance and training to other colleges in the region in order to encourage replication and expansion of existing elderly programs.
* To serve as laboratories for continued educational innovation and the creative exploration of new options for elders.

ATTACHMENT A

Manuscript

Community Colleges Respond to Elders: A Sourcebook for Program Development

COMMUNITY COLLEGES RESPOND TO ELDERS

A Sourcebook for Program Development

by
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March 1975

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B. Listing of Other Resources and Contacts

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Chapter I

Introduction

Even a cursory look at the statistics on aging indicates the tremendous growth that can be anticipated in that age group over the next few years. While today there are about 23,000,000 or slightly over 10 per cent of the population who are 65, by the year 2000 this figure will reach nearly 30,000,000 people.[1]

As medical technology advances, elders, as a group, will remain healthier longer, and fewer will be handicapped with chronic medical problems. Today 95 per cent of those 65 and over live outside of institutions and only 20 per cent of those have any interference with their mobility.[2] There is no reason to believe that this will not be reduced even further in succeeding years.

Also, as people are retired earlier (as appears to be the trend) people at 55 or even 50 will face problems of leisure time now faced by people of 60 or 65.

But the most significant question to ask about the elders of the future is, will they (we?) age the same way as past elders vis-a-vis society? Hopefully not. Growing old will take on new meaning. It will be regarded as ushering in a new stage of living, one of activity and involvement rather than of passivity and detachment.

The elders of the future will probably be less willing to sit back and take a passive role. They will be seeking new uses for their time to make their lives more meaningful. They will be more politically active and more involved in the affairs of the community. It is unlikely that they will be as satisfied only with nature trips, bingo, or artsy-craftsy activities.

Today's middle-aged and youth will approach the last part of their lives healthier, better educated, and more politically aware and better prepared for retirement than has been the case in the past, and chances are that they will live longer. Bernice Neugarten uses the term "young-old" [3] to describe those between the ages of 55 and 75 years. She states that what this group will want in the future is likely to be "a wide range of options and opportunities,

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1. U.S. Department of Health, Education and Welfare, New Publication No. (SRS) 73-20006, New Facts About Older Americans, U.S. Government Printing Office, 1973.
2. Ibid.
3. Bernice L. Neugarten, "Age Groups in American Society and the Rise of the Young-Old." The Annals of the American Academy of Political and Social Science. September 1974, p. 191.

both for self-enhancement and for community participation."[4] She goes on to say that the trend has begun and that "more middle-aged and older people are returning to education, some because of obsolescence of work skills and others for recreation and self-fulfillment."[5]

The challenge to education lies, thus, in providing options and meeting the needs of tomorrow's young-old. This manual is designed to help meet that challenge, but it is more than a how-to-do-it, step-by-step primer. It provides the philosophical basis for a new approach toward meeting, with their cooperation, the educational needs of the elders on a community level and a framework within which the elderly can use the skills and knowledge they already possess in new directions.

Since it is usually the needy, the handicapped, the disabled who attract our attention because they present problems that have to be met, it was the poor and dependent among those in the older age brackets that first came to be seen as "the aged." The term "aged" meant the poor and dependent among the older population. As people began to realize, however, that not all those in the higher age brackets were "aged" in this sense, new terminology was called for. As yet there seems to be no consensus for an acceptable term. "The elderly," "older adults," "senior citizens," and "elders" are among the terms used. Terminology is not a trivial concern. It can help people overcome the stereotypes which constitute one of the major roadblocks in their thinking about plans and programs involving those in the higher age brackets. The term "elders" is used in this report.[6]

There is no single group of people more in need of programs than elders but there is also no single group of people that more needs to have its own capacities and abilities recognized. The field of education, in general, and community colleges, in particular, have the opportunity and obligation to develop programs based on recognition and appreciation of elders' talents.

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4. Ibid., p. 196.
5. Ibid.
6. For purposes of this guide, "elders" will refer to those who are 60 years and over. However, this is recognized to be an arbitrary choice, and other age boundaries such as 55 or 65 are used for different program and statistical purposes.

Chapter II

Aging and Education

A Perspective

The way you conceive of and define a problem will determine the way you go about solving it. Different problem definitions narrow the range of options differently. Moreover, the orientation or vantage point from which you approach a problem helps formulate problem conception and definition. This is as true with regard to aging and education as it is to other areas of problem solving. This planning guide sets forth an inclusive model of educational program development for elders through community colleges. It is based on a specific orientation and conception of elders and education. It is meant to be viewed as a working tool for the community college educator who is interested in understanding how elders would like to see programs developed.

This guide and the inclusive model of program development is predicated on the following conceptions of today's elders and of education:

- Elders are basically an active, healthy, and experienced group of people who are capable of self-determination and continued valuable contribution to society.
- The major problems which older people share are caused not by advancing age per se but by society's false images and stereotypes of aging and the resulting policies and programs which grow out of and consequently perpetuate these stereotypes.
- Most education and service programs have focused on helping elders to adjust to what are seen as the limitations of age and to accept the expected patterns of living and behavior.
- The major purpose of education is to encourage personal and societal growth through the re-evaluation of current concepts and the exploration of new ideas and concepts.
- Education, in general, and publicly supported education, in particular, have an opportunity and the obligation to reach out to elders and, with them, to create new roles and options for the later years.

- Educational programs for elders should be a joint venture and an alliance of equals between elders and professionals, with elders involved as initiators, planners, organizers, and active agents.

- Elders' involvement in the process of program development is crucial and as important to elders as the actual program content.

These conceptions represent the cornerstone on which the inclusive model is to be built. They, in turn, are formulated from a broader perspective of both the opportunities and problems in developing educational programs for elders in community colleges.

The Challenge

The challenge confronting community colleges is twofold:

1. To recognize the emergence of a healthy, active, capable generation of elders who presently face many years of inactivity and leisure; and

2. To develop an alliance with elders to explore and develop a range of options and life styles for this period of life.

Elders today represent a transitional generation. They differ from past generations of elders in significant respects: medical science has made longer and healthier lives a reality, forced retirement policies have increased the years of leisure, and changes in mobility and family structure have made isolation more likely. The result is a healthy, capable and experienced group of people who are increasingly removed from the normal functioning roles of jobs and family. While the old roles and options have been taken away, new ones have yet to be developed. Instead, the "leisure" of retirement and the freedom from the responsibility of work and/or raising a family have been idealized. But many elders find that leisure is only valued when related to periods of work and activity. Perpetual leisure, not filled with meaningful activity, can be a tedious vacuum giving rise to depression and listlessness at any age. Where past generations of elders could expect perhaps 0 to 5 years of healthy retirement, today's elders can often expect 15 to 20 years.

Society obviously cannot continue to deal with this new group of elders in the traditional ways and with the traditional policies. Using these traditional concepts and policies is as confusing and hopeless as attempting to navigate unfamiliar waters with an outdated chart. The challenge, then, is to discover a variety of new roles which will make it possible for these elders to best utilize their talents.

The development of these roles and options must, in the end, be the joint responsibility of education, industry, government

and elders. The initiative must come from a localized source and responsibility must be more directed if action is to be taken soon. Education has been the most useful tool for preparing for new ways of life. Of existing educational institutions, community colleges are appropriate environments to work with elders for the development of innovative programs. By their very concept, community colleges are charged with involving the entire community in education. It is a charge which is being taken more seriously as traditional student enrollment declines and as newly organized groups such as elders, women, and handicapped become more vocal. Also, as tax-supported institutions, community colleges have the motivation and initiative to meet the larger needs of their communities.

Community colleges have evidenced flexibility in program content, styles of teaching, use of off-campus facilities, and specific outreach and recruitment efforts. Perhaps more significant is the fact that community colleges, because of their origins and the necessity of attracting a clientele different from that served by 4-year and private junior colleges, have avoided much of the formal trappings and the strict rules and regulations often associated with other educational institutions. They are less likely to seem removed and unapproachable. Contact and communications among students, faculty, and administration are generally more frequent and more easily attained. As a result, community colleges have preserved the excitement, innovation, and enthusiasm which are so vital to good education. Moreover, there are community colleges in every State, and they are generally geographically accessible to elders.

The opportunity is unmistakable. Elders are looking for meaningful use of their time, while community colleges have resources and are looking, for both financial and philosophical reasons, to serve new groups. An alliance between the two seems natural and mutually advantageous.

The Problem

Planning for elders has not kept pace with the changes in the nature of the older population. This is largely because society's image of elders continues to be based on misconceptions and stereotypes which, at best, fit only a small minority of elders. Using Bernice Neugarten's differentiation, society still sees elders in terms of the minority of "old-old" and tends to disregard the very different characteristics and needs of the majority of "young-old." As a result, planners plan in terms of old-old while seeking and serving the young-old. What is needed is a more realistic picture of the older population which can serve as a basis for balanced planning to serve the needs of both the "young-old" and the "old-old." Following are some examples of common misconceptions and myths about elders and the realities

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behind them.

Myth: Older people are physically weak and generally suffer from poor health.

Reality: The majority of elders are healthy and capable of usual physical activity, including climbing stairs, lifting normal size packages, and walking good distances. Only a very small minority of elders (4 per cent) require hospitalization or nursing home care. Only about 11 per cent are homebound. The remaining 85 per cent are in general good health.[1]

Myth: Older people are unable to learn new things.

Reality: Research has shown that intelligence and the ability to learn do not decline with age. Speed of response and manual dexterity may decline but learning ability itself does not.[2]

Myth: Older people have great difficulty adjusting to change.

Reality: It is most ironic that elders are seen as unable to adjust to change since they are the one group that has already demonstrated this ability. This generation of elders has witnessed the transition from horse and buggy to missile and jet. It has gone through a depression and two World Wars as well as other national cataclysms. Throughout all this, they have managed to adapt, hold jobs, raise families, and survive. This survival alone testifies to the ability to change. Naturally, elders, like the rest of the population, have certain personal routines or habits with which they are comfortable. Very often the desire to keep and follow these routines is considered a sign of inflexibility rather than recognized as a real and legitimate choice. There is, then, a tendency to confuse such reasonable choice of routine with the inability to change. Elders, like others, when presented with reason and motivation for change, can do so.

Myth: Older people are self-absorbed and are uninterested in general community activities.

Reality: Older people are as interested, if not more so, in community activities as are other age groups when given the opportunity to participate. For example, in comparison with other age

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1. "New Facts About Older Americans," U.S. Dept. of H.E.W., AOA, op. cit.

2. Simone de Beauvoir, The Coming of Age, Warner Paperback Library, New York, 1973, p. 52.

groups, elders have a significantly high voting rate.[3] Also, "in comparison with the young, older people give greater attention to political campaigns and are more likely to follow public affairs in the newspapers and on television."[4] They are also increasingly involved in elderly clubs and groups. Where elders are not involved in community activities, it is often because they have been ignored by community groups and made to feel that they are unwelcome or simply tolerated. They are rarely given leadership or decision-making positions and are often seen as having little to contribute.

Myth: Older people are interested only in simple types of entertainment, as opposed to academic courses or jobs.

Reality: There are divergent interests among elders as there are among other age groups. But with elders, real options for expression of these divergent interests are most often not provided. Rather, elders are usually expected to spend their time in simple entertainment and so programs such as bingo, crafts, and the like are provided for them. These programs do serve the needs of one segment of the elderly population; however, there are many elders who attend such programs not out of preference but simply because that's all there is to do, and many more who simply do not participate at all. Elders are forced out of the job market by compulsory retirement. Many would be interested in continuing paid full or part-time work both for financial and psychological reasons. Many, too, would be interested in volunteer positions or in cultivating new areas of learning. However, serious effort to develop these opportunities for elders is often lacking.

Myth: Older people often have problems coping with everyday decisionmaking and need assistance and counseling to insure that they limit activity, eat correctly, and, in general, take care of themselves properly.

Reality: Most older people are experienced adults who are most capable of making wise decisions as to their own abilities and life styles. Very often, however, they are treated with condescension and excessive solicitude by wellmeaning family, friends, social workers, and other well wishers. They are advised not to overdo or to "tire themselves out." The expectation is that elders should no longer continue past levels of activity regardless of their real desires and capabilities to do so. Just behind this, too, lurks the implicit belief that all elders are childlike and

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3. Robert C. Atchley, The Social Forces in Later Life: An Introduction to Social Gerontology, Wadsworth Publishing Company, Inc., Belmont, California, 1972, p. 241

4. Ibid., p. 240.

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require guidance and counseling. People who faced the many and varied decisions that are necessarily made in living more than 60 or 65 years are suddenly thought to require help in even minor everyday matters. While such attitudes are well-meaning, they are nonetheless destructive of dignity and initiative in elders and perpetuate a helpless image. Elders, like other age groups, may require information and assistance in specific problems such as health, housing, or income. Because they are living on fixed incomes, they suffer more severely than do other groups from the many effects of inflation and may require more actual support from a variety of social programs. But the need for informational and service programs should not be confused with incapacity for self-determination.

These and other misconceptions and myths represent a constellation of prejudices and attitudes which have been termed "agism." Agism has very serious implications in this society's treatment of elders. The danger of agism as with all prejudice is that it obscures the ability to distinguish factors in the society that cause what is often reactive behavior by attributing all such behavior to old age itself.

Agism tends to create, reinforce, and perpetuate the false stereotypes on which it is based. It has, then, a circular effect. Because of its image of elders, society expects certain reactions and certain modes of behavior from them. They are made aware, overtly or otherwise, when others feel they are "not acting their age." It is very difficult to refrain from internalization and self-acceptance of others' images of you. After a while, elders often begin to have groundless self-doubts and concerns as to whether they are capable of activity, new ventures, or even of coping with life.

A related danger in agism is that it absolves professional educators, social workers, and others in society from any blame in failing to meet elders' needs. Society rationalizes that if "elders can't learn" or "elders aren't interested in anything but entertainment," then the onus of providing innovative programs to stimulate elders and of finding methods to involve them is lifted.

Chapter III

Current Programs

A Survey

In order to form a base for the development of new programs, a review of current programs is in order. To achieve this objective, a survey of current community college programs for elders was conducted. This survey elicited from personnel in 150 community colleges across the country information and perceptions concerning the following issues:

1. The content and scope of current educational programs for elders;

2. The nature of the developmental process of such programs;

3. The perceived obstacles to and possibilities for the development of viable and responsive education programs for elders.

Following is a brief synopsis of the findings of this survey.

Content and Scope of Current Community College Programs for Elders - The most common provision which community colleges make for elders is allowing free or reduced tuition to regular course offerings. The ability to provide special free or reduced tuition rates to elders is in many States prohibited by State law. On the other hand, other States such as Maryland, have passed facilitative legislation allowing elders to enroll in courses at no cost on a space available basis. Most of California's community colleges offer either free or reduced tuition to the State's elders. Merced Community College, Merced, California, and Emeritus College, College of Marin in Kentfield, among others, issue special Gold Cards to elders which qualify the holder not only for reduced or free tuition, but also for reductions in dramatic productions, athletic events, and other college programs. A slight variation of the same concept is offered by Austin Community College, Austin, Minnesota, which provides a "Club 65" card to elders providing similar entree to all college events. A few colleges, such as Lansing Community College in Lansing, Michigan, offer special scholarships for elders.

The existence of special classes or programs for elders in community colleges is still relatively rare. Where special programs do exist, they are generally aimed at helping elders achieve self-enrichment through more satisfying use of leisure time. Such classes or programs range from Russian literature and autobiographical writing to photography, Greek dancing, woodworking, or trips to local sites of interest. To a lesser extent, special programs for elders take the form of retirement planning through courses, seminars, and lecture series designed to help elders prepare for the emotional and economic impact of retirement. For example, Middlesex Community College in Bedford, Massachusetts, worked with several local industries to provide seminars on financial planning, available service programs, and options for retirement to potential and recent retirees. Also, a number of community colleges have begun to provide direct service to elders. Northern Nevada Community College in Elko, Nevada, and Honolulu Community College in Hawaii are two that operate multiservice centers for elders offering information and assistance on a range of housing, health, nutrition, and other problems elders may face. Several other colleges, Indian Hills Community College in Ottumwa, Iowa, for example, have recently become sponsors of the local Area Agency on Aging and thus taken on the responsibility for coordinating multiple services for elders within their geographic area.

Few community colleges have ventured into the areas of advocacy and retraining elders for second careers. In the area of advocacy, Hawkeye Institute of Technology in Iowa has developed an affiliation with the local Gray Panthers chapter to cosponsor courses on "Understanding Government" and "Writing for Publication." North Hennepin Community College in Brooklyn Park, Minnesota, offers a number of courses on Senior Power, Public Speaking, and Organizing for Legislative Action. With regard to new careers, Bergen Community College in Paramus, New Jersey, has worked through the Comprehensive Employment Training Act (CETA) to place elders in public agencies and has also trained a number of elders for new careers in other fields such as real estate.

Since programming for elders appears to be a relatively new area for community colleges, many respondents indicated that this current period is in many ways an exciting one of innovation and experimentation. As would be expected, existing programs often reflect special local interests or individual initiative rather than the careful consideration of all possible alternatives. As a more comprehensive picture of the educational needs of elders is achieved and as more efforts are made to reach this population, the sharing of information on particularly effective programs and of innovative ideas will be valuable and necessary. Following are some brief examples of innovative and unique features of community college programs for elders which suggest some of the variety and creativity that currently exist in many programs:

- Hawkeye Institute of Technology in Waterloo, Iowa, has over 8,500 elders participating in 100 special courses. One special event which the college sponsors annually is a day-long fishing jamboree which includes special first-aid classes during the day's activities.

- Rochester Community College in Rochester, Minnesota, is developing a senior citizen theatre to be operated by and with elders.

- Flathead Valley Community College in Kalispell, Montana, uses cable television to provide retirement planning programs for rural and isolated elders.

- Clackamas Community College in Oregon City, Oregon, has arranged for acceptance of the Gold Card at all public schools in the district. This allows elders to attend events, use the libraries, cafeterias, and transportation resources of the district at certain prescribed times.

- Lakeland Community College in Mentor, Ohio, was instrumental in developing the Senior Citizens Council of Lake County, an incorporated association of predominantly older people, whose purpose is identifying elders' needs and taking action. The College provides them with staff services, research services, and assistance in developing funding. The College also publishes a monthly newsletter for elders which is distributed to over 1,000 persons.

- Niagara County Community College in Sanborn, New York, has developed a Center for Older Adult Development which offers as part of its program a variety of courses aimed at training elders for leadership roles in senior clubs, advocacy groups, and other community organizations. The following are examples of courses offered: "Strengthening the Leadership of Senior Citizen Organizations," "Communication and Interpersonal Skills," "Parliamentary Procedure," "Older Citizens' Organizations and the Governmental Process," and "Becoming Involved in the Decision Making Process."

The Nature of the Developmental Process of Programs for Elders- The survey showed that, where special programs for elders exist, they have most often resulted from the interest and initiative of a member of the college administration, generally either the dean of continuing education or the director of community services. As would be expected, the other major factor leading to program development was the nature of the population of elders in the community. In communities where elders were well organized, such as in the Minneapolis area, or where they represented a high percentage of the population, as in southern Florida, programs were initiated because of demand or obvious needs. Other less frequently mentioned motivating factors were the availability of state or federal funds for programs for elders, the decline of younger students, or the approach of an outside service agency such as the State Unit on Aging or other community service groups. An additional motivating factor for many colleges was the awareness of other college programs for elders and of the increasing movement in this direction. In several instances, college personnel pointed to existing programs for elders at other colleges in their State as consciousness-raising for them on the need for such programs.

At those community colleges where programs for elders were developed, recruitment of students was largely done through publicity and advertising in local newspapers or through brochures or flyers. Another common recruitment method was outreach to elders through senior citizen centers, elderly clubs, and elderly housing. Personal contact through personal invitation or phone calls was also utilized for recruitment by several colleges. Where access to the campus was difficult, a large number of colleges used off-campus sites for programs for elders. Senior centers, recreational centers, meeting rooms in elderly housing, and municipal and town facilities such as city halls and libraries were among the most common of these. A number of other colleges provided special buses or car pools to transport elders to otherwise inaccessible campus centers.

Almost all of the colleges having programs for elders tried to develop a wide base of community involvement and coordination. Involvement of elders was largely through advisory boards or discussions with local elderly leaders and members of senior clubs and organizations. As for wider community involvement, the common affiliations cited were with church groups, service clubs, housing authorities, local health agencies, local Councils on Aging, and State Agencies on Aging.

The Perceived Obstacles to and Possibilities for the Development of Viable and Responsive Education Programs for Elders - The most common obstacle to program development cited by those college administrators surveyed was the lack of funding. Many felt budgets and staff were already facing too many demands, and new programs could not be started unless they were income-producing or supported by outside monies. The most frequently mentioned roadblock was inadequate transportation for elders. This was particularly problematic in rural states, although numerous suburban colleges also found it to be a major hurdle. The lack of knowledge of techniques of reaching out to and motivating elders as well as of planning and implementing programs also ranked among the major obstacles perceived by the administrators surveyed. Other problems mentioned were lack of staff time to develop such programs, lack of facilities and classrooms, and lack of administration and faculty support.

While concerned with real obstacles, however, most colleges were optimistic about the potentials for developing and expanding programs for elders. Most expressed recognition of the need to serve elders, and a number of colleges currently without special programs reported specific plans for program development within the coming academic year. The interest in obtaining further information concerning successful programs at other colleges that could be potentially adaptable was striking.

Case Studies

In order to provide deeper insight into the process of successful program development as currently practiced, the following case studies have been included:

1. Emeritus College
   College of Marin
   Kentfield, California

2. North Hennepin Community College
   Brooklyn Park, Minnesota

The North Hennepin and Emeritus programs were chosen because they can both be termed "model," and they also represent differing dynamics of program initiation. At Emeritus College, the program for elders resulted from a college administration recognizing the need and taking the initiative; at North Hennepin, elders literally demanded a program from a college which proved to be very responsive. (Further case studies of program development for elders as compiled and edited by the American Association of Community and Junior Colleges, can be found in Appendix A.)

Emeritus College: "College for a New Age" - The College of Marin is located in Kentfield, California, about 20 miles north of San Francisco. It is a modern campus consisting of one-story, sprawling cement buildings interspersed with a few "temporary" wooden structures that appear to be left over from earlier days. The rugged hills that surround the college help to dissipate its rather sterile appearance. Most of the students that attend the community college are young, in their late teens and early twenties, and live in the immediate area of Marin County.

Marin County is a high-income community that serves both as a "bedroom" for San Francisco and as a retirement community, primarily for those with comfortable incomes. Although there are parts of the county in which poorer, minimally educated minority groups reside, most of the residents are well-educated whites.

The College of Marin claims the entire county as its constituency and offers a broad variety of programs in topics ranging from arts and crafts to business education, from cooking to navigation, and from consumer survival to justice and the law, and a course in creative divorce because "Marin County has one of the highest divorce rates in the United States " (from the college catalogue). The college also offers a concert and lecture series for the community, providing a mixture of cultural programs throughout the year.

The general programs of the college are not unusual but, rather, characteristic of a great many of the community colleges throughout California and the country. However, the College of Marin is unique in that it has developed, in cooperation with the elders themselves, Emeritus College, a separate college designed to provide educational programs for people over 55. The development of Emeritus College represents, on the part of the college administration, both an awareness of and a desire to meet the special needs of this particular segment of the community.

Through Emeritus College the resources of the entire community college are available to elders; but, in addition, there are special courses, given only during the daytime, that specially cater to the elder population. Younger students are invited to participate in any and all of the courses, but the elders are the dominant group at half the usual cost.

The courses provided cover a wide range of topics, including courses in writing, the law, consumer rights, investments, psychosocial development in the later years, photography, Greek dancing, languages, yoga, and literature. Seventeen courses were available at Emeritus College during the fall of 1974.

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To be a member of Emeritus College one registers for a Gold Card. To qualify one must only be over 55 years of age and have a "desire to learn with others." The Gold Card is free and entitles the holder to:

- Reduced basic fees for all classes listed in the Adult Education Schedule
- Reduced admission to concerts and lectures
- Voting rights at Emeritus College convocations
- Parking permit at half price
- Library privileges
- The Newsletter and other publications

Courses at Emeritus College are given both on and off the campus at convenient locations such as community and senior centers throughout the county. The faculty consists of members of the faculty from the broader community college (College of Marin) and special instructors, in certain areas, hired from the community, many of whom are themselves elderly.

On the campus elders and other age groups participate in classes and events together. Emeritus College has representation on the student government as well as on the college-wide planning committee. The catalogue says: "A unique feature of Emeritus College is the opportunity for the interrelationship and involvement on campus with students of all ages."

The real effectiveness of the Emeritus College program lies not in the programs or courses provided, nor in the fact that the elders pursue education with other age groups, but rather in the process in which the program was developed and the desire on the part of the participants for maintaining that process throughout its evolution.

As mentioned earlier there is in Marin County a substantially high population of elderly people. Many have lived there all their lives, and a greater number have moved there for retirement. The College of Marin administration saw this population as needing and perhaps wanting educational programs. Although the desire to reach the elderly group was there, two specific "incentives" caused the college to reach out to the elderly with special programs and classes. First, there was a decline in the traditional younger population that the college was serving. This decline was perceived as continuing in the years ahead with developing shifts in the population as a whole and in the County of Marin in particular. Second, the astute administration saw the possibility of funding a special program for the elderly through title I of the Higher Education Act. That funding was subsequently obtained.

The first step in the process was to hire someone to develop the program. That person turned out to be a semi-retired social worker familiar with providing services to communities, knowledgeable of and trained in community organization techniques, energetic and dedicated to the idea that people know what they want and are capable of pursuing it, given both the opportunity and full knowledge of their options.

Before developing any courses or programs, the director formed an advisory committee to work along with the administration of the College of Marin in developing Emeritus College. The committee considered several issues that might normally be considered only by the administration, such as the courses to be given, where they were to be given, who was to give them, and whether there should be any cost for the elderly to attend the programs.

The director assisted the committee by providing it with available options and acting as a catalyst with the college administrators. In addition, from the very outset of the program he helped the elders to feel that the program was theirs. When the elders on the committee were convinced that they had the opportunity to make choices, they made them. They also made their own mistakes, but were allowed to correct them themselves.

Enthusiasm and excitement about the opportunities began to emerge from the group. This spilled over into the community to other elders. A series of courses and programs were selected for the first year, and a total of 68 elders attended them both on and off the campus during the first year.

One particular issue that the committee considered during their early meetings was whether to have the courses only on the campus or in other locations throughout the community. After considerable debate the committee decided to hold courses both on and off campus at first, gradually introducing the elderly to the campus.

Throughout the first year the committee observed and contemplated necessary changes, improved community relations, and generally became thoroughly involved with the campus and its activities. Enthusiasm among all segments of the campus--young and old, administration and students--continued to grow. At the beginning of the second year of the program, the enrollment at Emeritus College increased to over 1,700 elders.

Program Analysis - Emeritus College did not face many of the problems faced by other community colleges. First of all, the college was located in a community that already had a highly educated population committed to furthering their education.

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Second, the population was not hampered by the lack of transportation, having their own cars and, in some cases, people to drive them. Finally, the college was able to obtain extra resources (a title I grant) with which to develop a program for the elderly community. These factors, of course, enhanced the development of Emeritus College as well as affecting the program content; but even with these contributing factors, the program would not have been as successful had the process of elderly involvement from the beginning not been carried out by the administration. It is important that the administration saw the "inclusive" orientation as important, for one cannot create the illusion of participation without reacting to demands for very long periods of time.

One drawback to the program was the lack of attention in involving some of the lower income and minority elderly groups in the program. Although it was no doubt easier to develop the program with those most oriented toward education, this precluded orienting the program to meet specific needs of all groups. Any attempts on the part of the "elite" to develop programs for the others would be unacceptable, and including them after the fact would only make them peripheral members of the already existing committee.

Finally, the committee, the organizer, and the administration were faced with maintaining the process that had been so successful. This was not an easy task, for leaders, particularly among elderly looking for a niche in the community, are reticent to let new leadership emerge.

Continual growth in terms of course content and numbers of elders is limited. Once the saturation point is reached in both areas the task of the committee can easily fall to monitoring which is a bore, which can quickly lead to the demise of the energies and the enthusiasm that is so valuable. Growth can, however, continue within the overall college and within the community IF the administration can continue to see the elders as a resource as well as a student body.

The elderly, in a very real sense, do represent that community. They have become a force within their community for changes that they want. For example, they are extremely helpful in obtaining funds for the college from the State or Federal Government. It is difficult for any politician to refuse the demands of his elderly constituents.

North Hennepin Community College: "Elders Call the Shots" - North Hennepin Community College is a small, flat, modern campus situated in the middle of the potato fields in a suburb about 20 minutes north of downtown Minneapolis, Minnesota. This tranquil and unpretentious campus seems an unlikely setting for one of the most dynamic and pace-setting educational programs for elders in the country. Yet, North Hennepin currently serves approximately 2,000 elders through its many-faceted Seniors on Campus Program. This program offers an array of over 35 specially designed noncredit, tuition-free courses to those in the area who are 55 or over.

The courses cover several different program categories such as enrichment, advocacy, retirement planning, and some retraining for second careers. Course subjects include budgeting in today's market, African literature, legislative lobbying, photography, political awareness, and a wide assortment of others. The college also provides film festivals for elders, sponsors an exceptionally good senior chorus, and offers a special trimnastics class for water exercises given at a local and beautiful indoor pool. Elders are also encouraged to take other regular college course offerings, both credit and noncredit.

Although both the college and the elders initially had some concerns as to the relationship between young and old students, an exceptionally fine relationship between these age groups has been developed. Periodic rap sessions between younger college students and the elders are held, with enthusiastic response on both sides. An annual "Spring Fling" dance pairs young and old students in dancing polkas, waltzes, and modern fast numbers; it is not only well-attended but also eagerly anticipated.

But the variety and vitality of the course content, while important, is not the most noteworthy or striking aspect of North Hennepin's program. Rather, what makes the college's program exciting is the active role of elders in all phases of program planning and development. Elders, in fact, were the initiators of the program; and North Hennepin exemplifies the effectiveness of citizen advocacy, in general, and senior power, in particular, when aimed at a generally receptive target.

Until 1971, the college had made no special efforts to include elders in programs, and few elders had participated in the general credit offerings of the college. However, both the college president and the director of community services were committed to the concept of the community college as a center for the educational needs of the whole population.

The college saw its role as one of helping professionals who were dealing with elders and making decisions concerning elders. However, this proved to be a more indirect service role than the one envisioned by the community's elder themselves.

As part of its view of its community role and responsibility, the college sponsored a community planning seminar on the topic "Housing and Care for the Elderly." The seminar dealt mainly with nursing home development, and professionals and city officials were invited as participants. To the surprise of the college and the other participants, as the seminar was about to begin, a van from a local elderly advocacy group, the United Seniors of Minneapolis, drove up onto the campus pedestrian mall and about 15 older people emerged.

The elders demanded to know why the planning of a program concerning older adults' needs and services to meet these needs did not include them and seek out their ideas. They also voiced the more general question of overall interest in and programs for elders at the college. The director of community services answered the questions by discussing the availability of general course offerings and college cultural events to elders. In many cases, this would have been the extent of the encounter, with the elders asking what the college was doing and could do for them and the college responding with comments on the general availability of its existing programs to the whole community. In other cases, the college might have made relatively minor gestures and overtures to the elderly population by offering reduced tuition to existing courses or by developing several one-day or two-day workshops for elders. But at North Hennepin, the administration used this encounter as the basis for an examination of its ability to meet the real needs of the area's elders. The college then began its own extensive outreach efforts to understand what elders wanted and what the college could best provide.

As a first step, the director of community services, in conjunction with several elderly groups, organized and sponsored a Senior Citizen Invasion Day at the college, which attracted over 400 elders. As a result of this, an advisory committee composed largely of elders was formed. From this group came the decisions on program content. Also, from this group's discussions with the director of community services came an award of funds under a title III grant, Older Americans Act, for instructors, transportation, publicity, and other project supports.

One of the first programs was to make Senior Citizens' Campus Invasion Day an annual event to be held each fall to open up the campus to community elders and acquaint them with the kinds of programs and services offered and how they could become involved in the college. This event has been particularly helpful in creating a supportive and non-threatening entree to the college for many elders. Also, the idea of seniors "invading" the campus was purposely continued by the elders on the advisory committee to suggest the vitality and strength of elders activating themselves and plunging back into community life.

Elders today not only help in planning programs but also are involved in arranging and scheduling transportation for other elders in a special senior van and car pools. They are also involved in recruiting other elders, calling to check on absent senior students, and teaching courses themselves. Elders use written evaluation forms to express satisfaction and dissatisfaction with courses and are encouraged to provide more informal feedback as well. The college administrators and faculty from the president on down are accessible to and open with elders; they appear to cultivate and enjoy their relationships with the elderly students. Elders are also involved in student government, and one 62-year-old student was elected to the student senate.

Program Analysis - The North Hennepin situation had two strong assets from the outset: a well-organized elderly constituency, and a college president and a director of community services who were committed to the philosophy of an open college for everyone. The United Seniors of Minneapolis, the elderly group which "invaded" the campus and made initial demands for a program, are an active, politically sophisticated group well steeped in the skills of advocacy. The existence of such a group as well as other local well-organized senior clubs certainly made outreach and information tasks much easier and more effective for the college.

The director of community services and the president of the college envisioned their roles to be those of facilitators, and immediately recognized and stressed the importance of elders' self-determination and involvement. It is indicative of the entire program that when asked the role of elders in the program, the director of community services answered: "It's very simple; they call the shots."

The continuing and deep commitment of the director of community services has been the key to the program's success. He has been able to provide competent direction without being overly directive. He has also managed to develop an informal, relaxed approach that is neither condescending nor patronizing. As the Seniors on Campus Program developed, he became so involved in the issue of education for elders that he developed a study and

wrote his doctoral dissertation in that field. He used his expertise in providing options and structuring situations within which the elders made their own decisions and developed their own program. The elders, through their advisory committee, determined the courses to be offered, suggested the instructors, and set times and places for courses to be held. As a result, the North Hennepin program was able to develop an excellent balance between the professional and consumer roles in program development.

There were other factors which were instrumental in the program's success. First, the program was able to obtain funds. Besides supporting the program, funds were used to purchase a van for transporting elderly students. Since the college is quite a distance from the city and not very convenient to public transportation, this was a necessity for elderly participation. Car pools were also organized to assist in the transportation effort. Also, the college itself is physically accessible with single level buildings, no stairs, and ample parking close by. It also had facilities for students in wheel chairs.

The North Hennepin program still faces many problems. It has not been able to find methods of reaching the poorer, more isolated elders who are underrepresented in these and other programs for elders. This is obviously a very difficult task but one which is important for the continued growth of the program. Also, the college must face the problem of maintaining the aura of excitement and involvement which have been the hallmark of the program.

The development of the Seniors on Campus program has been recognized as a growth experience not only by the elderly students but also by the rest of the student body and the administration.

Chapter IV

An Inclusive Model of

Educational Program Development for Elders

Taking the Initiative

In some cases community colleges have started programs for elders in response to demands from either elders themselves or from professionals and/or agencies providing social services to elders. (See North Hennepin Case Study.) Today, however, more and more community college administrators are themselves taking the initiative and developing the programs from within. By doing this they find that they can both increase the early commitment of the college and allot more time for the planning process.

Before one can undertake to initiate effective programs for elders it is necessary to view elders as people who are interested in and in need of educational programs as well as people who should be included in the community college's service population.

The initial steps to be taken may be to convince the college "higher ups" and/or governing board that the college should reach out to serve the elders of the community. The means by which and how quickly this is accomplished depend upon the situation. In some cases it may be enough to document the need, i.e., numbers, sex, education, future projections. In other cases, it may be necessary to use more persuasion and clout.

Among the areas to look into to gather support for one's case are: a) other colleges that are doing programming for elders; b) facts and figures about elders and education; c) potential loss of younger students due to aging of general population (the "baby boom" bulge is moving upward); d) humanitarian commitment; e) professionals serving elders in the community; f) elders themselves.

One assistant director of continuing education in a community college in the northeast did everything he could think of to convince the director that the college should reach out to a rather substantial elderly population. Finally, he brought in an "expert" on the problems of aging and got the dean and her together over lunch. The "expert" talked about programs throughout the country and the dean was convinced that the program should start.

It is important that commitment of the college administration be obtained before beginning the program methodology suggested in this volume. Without that commitment the program cannot succeed.

If one has the commitment of the college administration one is well on the way toward taking the initiative in contacting the

elders of the community. Reaching out to elders cannot be over-emphasized. Not only does it give the college a better grasp of the needs but it has the effect of showing the elders that you are sincerely interested in them, something that very few others have done.

Taking the initiative in programming for elders can give the college an important start in the tedious process of client involvement in planning and program development. If the college accepts the view that programs for elders are an obligation, then it can examine how to best mobilize its resources and set the process of program development in motion.

Forming an Alliance

This model of program development is set in a framework of inclusiveness. That is, its success hinges on the involvement of elders in each of the steps. Thus forming an alliance with the community of elders is the key to the model, for the process of forming the alliance and the subsequent planning is as important to program effectiveness as the resulting courses and/or services.

It is suggested that the alliance with elders be developed with the community through the formation of a representative coalition of older adults. This group may be called a consumer (elderly) planning board (CPB), a program development committee (PDC), a senior advisory council (SAC), or some other designation. (Preferably, the word "advisory" should be avoided since it implies little authority in decision-making.) For the purposes of this guide, the group will be hereafter referred to as the consumer planning board. The purpose of this board is to insure the constant input of the community's elders in program planning.

There are two basic concerns in developing this board: 1) choosing a representative board; 2) attaining the proper balance between the role of the consumer board and the role of the college administrator.

Choosing a representative board - In selecting a group representative of elders, it is tempting to call on a few very active older people who may already be connected with the college or to use an existing organized club to serve as the planning group. While this certainly saves time and research at the outset, in the long run it can be detrimental to final program success. It is important, then, to do some initial research on the general characteristics of elders in the community.

The basic factual information needed to achieve an overview of the community's older population is:

Number of elders

Percentage of population

Areas of high density of elders

Income levels

Age and sex breakdowns

Residential arrangements (living alone, senior housing, living with families, living in nursing homes)

This information can generally be obtained from a combination of census reports and information compiled by the State agency on aging. The position of this agency within each state bureaucracy differs as does its title. (See Appendix B for listing and address of State Agencies.) The State agency should also be able to direct you to any other existing special studies of your community's elders.

Once you have this general overview of the elderly population, the next step is to see what clubs and organizations for elders exist in your community and to determine what section of the elderly population they represent. A listing of most clubs can generally be obtained from the State agency on aging. It is helpful to speak with a number of these groups and with a number of elders to achieve a complete picture. Very often, there will be several groups in the community, each of which claims to represent the elderly. In truth, each usually represents one segment of community elders. While the numbers and types of organizations for elders vary greatly from town to town and state to state, there are two large national organizations which have many local chapters across the country: the National Council of Senior Citizens; the American Association of Retired Persons/National Retired Teachers Association.

Beyond these, many cities and towns have councils on aging, golden age clubs, ethnic-based senior clubs, clubs for retired union workers and retired professionals. Also, many elderly housing complexes have their own clubs. There are many elders in the community who may not be represented by organized elderly groups and from whom representatives should be sought. For example, elders in nursing homes are often capable of participating in certain programs. An ambulatory representative from a local nursing home could be a board member.

Having attained a picture of the characteristics of elders in the community and a picture of the existing clubs and organizations and what portion of elders they represent, a board of about 8 to 15 elders should be selected. This is large enough to insure representation but small enough to be a true "working" group.

Since each community varies greatly, no specific guidelines on the makeup of the consumer board are possible. However, following are some general guidelines to consider in choosing members:

- o Representation of different income levels
- o Good distribution of men and women
- o Representation of different age levels from 55 on
- o Representation of working and retired elders
- o Representation for different geographical sections of the community
- o Representation of different types of living arrangements
- o Representation of institutionalized elders
- o Representation of different educational backgrounds
- o Representation of different minority and ethnic groups

Attaining the proper balance between the consumer board and the college administrator - Many consumer boards serve as sounding boards and rubber stamps of policies already set. In a sense, they exist solely to legitimize decisions already made. This has been particularly true where consumer boards of elders have been developed. Elders are usually expected to attend meetings, ask a few questions, and nod their heads in approval of other's decisions about programs while others make decisions and implement programs. Such a consumer board provides no real input to the administrator and usually does not succeed in giving elders even an illusion of participation.

The consumer board proposed here must be one with which the administrator is willing to work on an equal basis and on all phases of the program. This can involve long and difficult meetings to iron out disagreements and differences, but it also insures real elderly involvement and the development of a process providing both dignity and self-determination.

Attaining the proper balance between the roles of the consumer board and the administrator is difficult. However, each does have a complementary task and their roles can be mutually supportive. Through input from the elderly consumer board, the administrator greatly minimizes chances of making errors due to oversight or ignorance of elders' interests and habits or of other activities and programs for elders in the community. Elders can also provide help to the administrator by exerting influence

on and seeking assistance from the college administration and other community groups. A contingent of elders approaching the administration with a request for space and use of rooms can sometimes be more effective than the dean of continuing education making the same request.

This does not mean that elders become experts in education any more than it means that the administration can fully understand the problems elders face. Rather, this does mean that both have special, equally important areas of expertise which are important ingredients for the most effective program development.

The administrator should not be dictated to by the board nor should the board allow staff to be dictated to by the administrator. The administrator should provide program research and present a wide variety of different program options and methods of teaching which could be available for elders.

Most groups in the population are likely to be traditional in their approach to education and, unless given full understanding of options, may choose programs which do not succeed in meeting their needs. Effective self-determination of programs must be based on as complete information as possible. The administrator also has the responsibility to see that all matters are fully discussed, that every member of the board has a chance to speak, and that the ramifications and implications of various decisions are understandable. The administrator, too, must set the parameters of resources within which the college is willing to make a commitment. The consumer planning board has an obligation to present community needs as they see them, to consider educational objectives and options as well as the limitations and abilities of the college to provide needed programs and activities.

The consumer planning board and the administration represent an alliance for program development for elders and as such it is helpful that the CPB have active representation on other decision-making boards, where they exist. Clackamas Community College, Oregon City, Oregon, has elders serving as members of every consumer and governing board in the college. This, the administrators claim, gives the elders a voice in all activities and programs of the college. (See Appendix A.)

Assessing Needs

The initial task confronting the administrator and the consumer planning board is an assessment of the educational needs of the community's elders. Ultimately, for effective programs, an assessment of elders' needs depends on their own perceptions of their needs in conjunction with other supportive data. The difficulty lies in ferreting out what the educational needs are since people are often unaware of educational options available and needs are often unrealized or ill-defined. Talks with small groups of elders or individuals, pointing out options and finding out about

habits and interests, are one valuable method of needs assessment.

Another way of assessing needs is to develop an instrument which will give information on elders' major problems and interests as well as on their choice of educational programs to solve these problems to be used as a guide along with other available data. On pages 29-30, is an example of such a needs assessment instrument. It consists on one side of 20 statements expressing both positive and negative feelings about themselves and their lives, commonly expressed by elders. In the opposite column are 20 statements listing solutions in terms of an activity or program which a community college might offer. Those filling out the form (which should ideally be on one long sheet) should be instructed to choose the descriptive statements that typify their situations and then connect each of these with the solution in the right-hand column that they think would either further enhance a positive feeling or reverse a negative one.

This technique may be particularly effective for three reasons: (1) it is brief and relatively easy to complete; (2) it gives elders the opportunity to express not only their concerns and feelings but also the solutions they want; and (3) by allowing each individual to express feelings and solutions, a more complete picture of consumer desires is obtained. The instrument says to elders: "You know best what the needs are and you know best what is needed to change these. This is just a way of helping you to clarify your thoughts." This also means that the administrator and the consumer planning board will have more specific directions and guidelines on elders' wishes when choosing program content.

The next problem concerns the use made of this needs assessment instrument. Since the purpose of the instrument is to assess the needs of a representative sample of elders and the consumer planning board was chosen on the basis of its representativeness, the instrument should be given first to its members. This is only a small sample, however, and other elders should be involved. This can be done through the help of the consumer planning board, senior clubs, nursing homes, senior residences, or general mailing lists. A very large sample is not necessary. A sample of about 5 percent of elders in your service area is usually sufficient. The major benefit of taking a large sample is that the more people you can reach, the more likely you are to develop local interest and enthusiasm and the more people you will be involving in the process.

The needs assessment instrument can assist the program developer in obtaining useful information quickly. Data obtained through in-depth interviews with individuals and talks with large groups of elders can be used to supplement the instrument results. Also, meetings with professionals working with elders in such agencies as Social Security, Public Health, family service organizations, and other community groups can provide a broader perspective of needs. Very often, professionals in these

agencies will have greater contact with low-income, isolated people than do the clubs. From all of these sources, then, a clearer picture of needs and program desires should emerge for both the consumer planning board and the administration to consider.

Needs Assessment Instrument

_____ Community College is interested in finding out what kinds of needs and interests older people have and what kinds of programs and activities they would like to see developed. In order to get this information, we need your help in filling out this brief form. Below, in the left-hand column, are listed 20 statements describing feelings, both good and bad, that older adults often feel. In the right-hand column are 20 examples of activities, courses, or programs which a community college might develop. Please choose the statements in the left-hand column that best describe your feelings about yourself. Next draw an arrow from each of these descriptions to the activity or program that you think would make you feel even better about a good feeling or would help to improve a bad feeling. In other words, connect statements describing how you feel with activities you would like to see developed because of those feelings.

Feelings

1. I am often lonely.
2. I don't know where to go to get information on programs.
3. I don't feel that I'm making the most of my talents and knowledge.
4. I feel powerless to change most of the financial and housing problems I face.
5. I feel isolated and home-bound.
6. I like meeting new people.
7. I am confused about what benefits I am eligible for.
8. I miss the routine of work.
9. I feel older people are discriminated against.
10. I have difficulty in getting around the city (town).
11. I enjoy having increased leisure time.

Activities

1. Learning a new language.
2. Meeting with a counselor and a small group of elders to discuss how to cope with retirement and/or widowhood.
3. Being trained to help care for young children.
4. Going on field trips to local points of interest.
5. Attending a hot lunch or other programs with other older adults.
6. Learning how to deal with and negotiate with local, State, amd Federal agencies.
7. Learning about the effects and theproblems of growing old in this society.
8. Having one central place to go and get information or just talk to other elders.
9. Volunteer work several days a week.

Feelings

12. I don't know much about options for retirement.

13. I don't feel needed unless I'm accomplishing something specific.

14. I don't think other people understand the problems elders face.

15. I need help in finding where to go for specialized help.

16. I don't have enough to keep me busy.

17. I feel I'm presently dealing quite well with my retirement, but there may be future problems I haven't foreseen.

18. I have to feel useful to be happy.

19. I think there are many laws and policies which should be changed.

20. I am worried about eventually having to go into a nursing home.

Activities

10. Learning about my legal rights and the law as it affects older people.

11. Attending a film series.

12. Being trained to assist and inform other elders.

13. Learning about Social Security, health, and other benefits for elders.

14. Having a bus or van available for special shopping and medical trips.

15. Learning how to understand and overcome the myths and stereotypes of aging.

16. Taking courses in literature or world events, etc.

17. Learning what local programs exist that are especially for elders.

18. Having a home care service to provide help for ill or homebound persons.

19. Learning how to organize with other adults to help each other.

20. Being trained to work several hours a week at a part-time job.

Please use the space on the back of this sheet to make any additional comments you wish with regard to your own concerns and feelings and educational programs that might be of assistance to you.

(34)

Analysis of Needs Assessment Results

Most of the feelings and activities linkages will be self-explanatory in terms of suggesting needs and directions for program content. However, for purposes of general guidance, the activities chosen can be grouped in the following manner under the five program categories used in this guide:

Enrichment:

Numbers: 1, 4, 11, 16

Retirement Planning:

Numbers: 2, 7, 13, 17

Second Careers:

Numbers: 3, 9, 12, 20

Advocacy:

Numbers: 6, 10, 15, 19

Services:

Numbers: 5, 8, 14, 18

Selecting Program Content

To determine program content, needs and program desires, as evidenced in the needs assessment, must be placed within some workable framework. Community college programs for elders can be grouped into five general categories: enrichment, retirement planning, second careers, advocacy, and services. These are defined as follows:

- Enrichment - Those programs and courses whose major goal is the intellectual and cultural development of the individual. This also includes social and recreational activities geared to providing more interesting use of leisure time.

- Retirement planning - Programs or courses designed to help elders face and understand the social, psychological, and physical problems of retirement.

- Second careers - Training for either voluntary or paid employment.

- Advocacy - Programs and courses designed to train elders to work with other elders to improve current conditions and to change the image of older people. It includes training elders to push for beneficial legislation or to work at organizing and informing other elders.

- Services - The provision of direct social services to elders by the college.

An ideal situation would be for a college to offer well-rounded programs to elders in the first four of those categories, since in almost every community there will be some interest in each and to offer "services" only in special circumstances. Realistically, however, colleges do have limited budgets and resources and must generally choose to focus intensively on one or two areas or possibly to develop a program which includes some limited programs in each area. The program area or areas you choose to develop will depend on:

- Needs and desires as obtained through needs assessment.

- The college's ability to provide such programs either alone or in conjunction with other community groups.

- o The existence of other community agencies or organizations which already provide these programs or which are both more capable of and willing to provide them.

Following is a separate discussion of each of the five program categories, giving general guidelines on purpose and content of the program and sample curriculums.

Enrichment - The enrichment category is the one which community colleges have most commonly developed for elders. The college is more likely to have the staff, facilities, and experience to develop enrichment programs than programs in the other four categories. There are, however, major issues which the administrator and the consumer planning board will face in developing them. The first of these issues is to choose from the broad span of possible enrichment programs those which best meet the needs of the local population.

Another issue is the dilemma of age-integrated vs. age-segregated classes. Some colleges have found that elders choose to attend classes solely with other elders, while other colleges find that elders prefer the intergenerational give-and-take of classes with younger students.

A third issue is the question of credit vs. noncredit courses. Again there is a difference of opinion. Some prefer the lower pressure of noncredit courses, while others feel credit courses provide for them a sense of structure and purpose. Many colleges try to provide a mixture of both. These and other issues can only be solved through working with the consumer planning board to determine local preferences.

Sample Enrichment Curriculums

The purpose of enrichment programs is to provide creative and meaningful use of leisure time. This is a category in which community colleges are least likely to require advice since enrichment programs are usually areas of their greatest expertise. Also, because of the breadth of the category, no one curriculum can be developed that would suit all enrichment interests. As a result, below are categories of enrichment programs and some selected course suggestions of particular interest to many elders.

Basic Education:

- English as a second language
- Reading
- Grammar and construction
- Arithmetic
- Basic science

Liberal Arts:

Humanities:

- Autobiographical writing: writing from experience
- Modern literature on aging, both fiction and non-fiction
- Women in contemporary society

Social Sciences:

- History of your community
- Psychological aspects of aging
- Sociological aspects of aging
- Local and State government
- The law as it affects elders
- Budgeting and consumer survival
- History of the 20th century as witnessed by course participants
- Aging in other societies

Sciences:

Biological aspects of aging

Arts and Crafts:

Photography

Sculpture

Weaving

Ethnic and folk dancing

Bridge

Chess

Theater: acting, producing, and directing

Cooking for one or two people

Basic auto repair

Basic electronics

Home plumbing and heating

Singing and chorus

Gardening

Jewelry making

Woodcarving

Other:

Physical fitness

Lip reading

Investments

First aid

Public speaking

Field trips to local sites of interest

Yoga

Retirement Planning - Retirement planning programs are being developed increasingly in community colleges. An effective retirement planning program should be started with individuals in their early 40's and continued off and on until after retirement. However, most retirement planning programs are offered to people either just approaching retirement or recently retired. A college interested in developing such a program may want to approach local businesses and unions to discuss possible cooperation in recruitment, program development, provision of facilities, and funds. A retirement planning program should basically cover three different aspects of retirement: (1) anticipating the many changes in relationships and life style, (2) learning how to make one's way through the service system of programs and available benefits, and (3) developing a new life style.

Most people are not prepared for the many changes and repercussions of retirement. Retirement does not simply mean leaving a job. It often means developing a new relationship with a spouse, where constant togetherness can cause problems in even the happiest of marriages. Retirement also often may mean developing new relationships with friends. Many people's social contacts come largely from work, and retirement can mean the loss of these friendships if readjustments are not made. Retirement means the sudden loss of a routine and often a sense of worth. Individuals whose identities have been as a machinist, editor, teacher, or firefighter must suddenly put "retired" before these identifications and see this as an indication of uselessness and a "has been" status. A retirement planning program, then, must deal with these changes and their impact by helping elders to expect and anticipate them, to understand their universality in this society, and to find ways of coping successfully.

There is, also, a network of services and benefits available to elders. Elders need to have information on Social Security, health insurance, transportation and nutrition programs, educational programs, and many others. A retirement planning program should provide basic information on all of these as well as guidelines on making one's way through this system. It is particularly important that elders realize that these programs are due them as a right and that they have earned such benefits and paid for them through their taxes and other contributions to society.

The final aspect of a useful retirement planning program is to help elders assess their interests and desires for using their coming years. Options such as cultivating an existing hobby or starting a second career can be explored.

Sample Core Curriculum

Retirement Planning Program

The purpose of the retirement planning program is threefold:

1. To alert those close to retirement to the problems they are likely to face in retirement.
2. To better equip them to cope with the problems they anticipate facing or are likely to face.
3. To develop individual general retirement "plans" with knowledge of problems elders are likely to face.

	Goals	Curriculum	Suggested Methods
1.	To alert people close to retirement to problems they may face in retirement	Retirement and rolelessness Retirement and time Retirement and housing Retirement and spouse Retirement and health Retirement "shock" o Widowhood o Isolation o Loneliness	Both spouses should attend if possible Discussion with people already in retirement Simulation of problems Group attempts to cope with them Case examples
2.	To provide greater capacity to cope with a variety of problems	Study of retirement "network"	Selection of study areas most relevant Discussion with agency personnel about services provided Group discussion and workshops on various study areas

(41)

95%

(11)

Goals	Curriculum	Suggested Methods
	Income	Visiting agencies and housing options
	o Pensions	
	o Social Security	
	o Investments	
	o Supplementary second income	
	o Other	
	Social Services	
	o Agencies on Aging	
	State	
	Local	
	o Golden Age groups	
	o Churches	
	o Information and resources	
	o Other	
	Health	
	o Medicare	
	o Medicaid	
	o Medex	
	o Hospitals	
	o Doctors	
	o Nursing homes	
	o Fraud	
	o Other	

	Housing Options o Private housing o Public housing o House versus apartment o Retirement villages o Other	
	Legal Services o Wills o Frauds o Obtaining rights	
	Agism (prejudice against age) o Prevalence of agism o Distinguishing between the myths of agism and reality	Discussion of agism Simulation of "myths and reality"
	Ways of confronting problems of obtaining service	Discussion with those in retirement on problems of obtaining service
3. To develop an individual retirement plan which is not binding but general	Group discussion and individual study of specific problems	Simulation Workshop Individual study Counseling

Second Careers - Few community colleges have developed programs to train elders for second careers. Yet, for both economic and psychological reasons, increasing numbers of elders are interested in developing new vocations or turning avocations into vocations. The demand for such programs, then, is likely to become greater. There are many reasons, too, why second careers make sense. Since elders represent a talented and experienced human resource, there are many tasks in this society they can do in social services, business, and government. A program in second careers includes the following components:

- Assisting elders in assessing talents and desires
- Training
- Opportunity and job development
- Placement and followup
- Evaluation

Many training programs fail because they neglect the component "opportunity and job development." Employment opportunities for second careers do not always exist in communities. Sometimes this is because the employer has not thought of using elders to fill jobs or because there are no positions available in certain employment areas. The community college administrator, consumer planning board, and/or elders participating in a second career class may want to work with business, local government agencies, and private social agencies in developing part-time and full-time, volunteer and paid positions. Where specific jobs do not already exist, the college should attempt to point out areas where there is need and where jobs could be created. For example, hospitals might be shown that hiring an elderly person for intake and reception areas to assist entering patients would provide a valuable service. Or, the local Social Security office might be shown how it would be to their benefit to have several elders trained to answer certain types of calls and inquiries. The college, ideally, then should take the initiative in not only training elders for second careers but in helping to develop the concept of second careers.

Sample Core Curriculum for Second Career Program

The purpose of a second career program is to provide an examination of individual potentials and options for voluntary or paid employment and to develop training and employment opportunities.

Goals	Curriculum	Suggested Methods
1. To develop capacity to select viable options	Review of and assessment of individual skills and abilities as related to job desires o Past employment history o Hobbies and avocations o Areas of special interest or study o Physical capacity o Financial needs o Voluntary-paid o Business-human service o Part time-full time o Other	Group discussions Individual analysis of needs Individual counseling Sample second-career case studies Development by elders of a job fair for elders with representatives of local human service agencies, businesses, and other potential employers available for discussion of their areas
2. To develop new skills or upgrade existing ones	Assessment of available education for skill development o Existing community college programs	

95%

45

		o Other educational institutions o On-the-job training	
3.	Job development	Review of specific employment opportunities and job counseling	
4.	Evaluation and followup	Assessment of job satisfaction	Group and individual discussions

Advocacy - Elders, like other minority groups in recent years, have begun to realize that to improve their situation in any significant, large-scale way, they will have to become activists and advocates and organize to help themselves. Community colleges can provide support to these efforts in various ways. Colleges can develop programs and courses to instruct elders on the basics of the political and economic system and how they directly affect the conditions of elders. Colleges can design courses to instruct on such techniques as organizing, lobbying, and writing press releases for the media. This can be particularly effective if done in conjunction with organized clubs and groups in the community. Periodic seminars on specific pending national and State legislation can be scheduled. The degree to which colleges can participate in such advocacy efforts, particularly with regard to specific stands on bills and candidates, will depend on the State and Federal regulations governing the use of government funds. If regulations prohibit such complete involvement and sponsorship, colleges can serve as a catalyst in assisting organizations in developing such programs. Another option is for colleges to develop a nonprofit corporation with elders and to jointly develop an advocacy program.

Sample Core Curriculum

for Advocacy Program

The purpose of an advocacy program is to inform and train older people to understand the complex of problems they face and to master the techniques and methods of advocacy through which they can begin to overcome these problems.

	Goals	Curriculum	Suggested Methods
1.	To develop an understanding of the myths and realities of aging	Overview of physiological, sociological and psychological aspects of aging to provide an explanation of aging in the context of this society in terms of what elders can expect, how they are regarded by others, and the resulting changes	Case studies to reflect differences in aging Group discussion on changes experienced vis-a-vis the society
2.	To develop knowledge about the political process	Review of organization and functions of national, State, and local governments	Talks by local representatives Examination of voting records of political people and policies and provisions of "helping" agencies
3.	To develop knowledge of income and financial problems of elders	Overview of Social Security system and other pension policies Review of consumer problems in living on a fixed income in terms of inflation	Examination of existing legislation and proposed legislation on income Talks with Social Security personnel on major problems voiced by recipients

Goals	Curriculum	Suggested Methods
	Discussion of possible remedies and plans for raising elders' income through minimum wage and reductions in taxes and other cost breaks	
4. To develop knowledge of health care problems	Review of availability of health care, health care delivery, and quality both locally and nationally	Existing and proposed legislation
	Review of health insurance plans and costs	
	Review of national health insurance and legislation	
5. To develop knowledge of housing, transportation, and other problems of aging	Review of the national and State legislation for elders affecting these areas	
5. To overcome feelings of powerlessness and frustration	Organizing and developing coalitions of elders for "senior power"	
	Lobbying--initiating and pushing legislation	
	Communications and use of media to educate elders and the community to make problems and demands visible	

Services - Generally, community colleges should not be the providers of direct social services to elders except insofar as they assist in direct educational program participation. However, in many areas, community colleges have been either the only or the most qualified body to sponsor and develop needed service programs. This is particularly true in many rural areas of the Midwest and West. As a result, some colleges now sponsor nutrition programs, multiservice centers, information and referral programs, and health clinics for elders. Nevertheless, provision of these services to meet basic needs does not fall within the special expertise of the community college. Where needs for basic social services do exist and where existing agencies cannot handle these, community colleges should begin to work with elders and community agencies to advocate for funds and to strengthen these existing service agencies. In other words, community colleges should undertake direct services only on a transitional and temporary basis.

Insuring Program Effectiveness

While generalizations about elders are to be studiously avoided, there are characteristics that may be found among numbers of elders (as well as some younger people) that the program planner may wish to take into account in order to reach the maximum numbers of elders and to assure maximum effectiveness with those reached. Some of these characteristics follow:

- Limited mobility either from personal physical limitations or lack of transportation
- Fear and/or apprehension about "returning to school" and competing with younger people
- Knowledge and wisdom gained through years of experience
- Lack of awareness of the community college as a potential resource

These characteristics can influence recruitment techniques, location of the program, facilities used, teaching style and types of supporting services.

Recruitment - If one takes seriously the notion that community colleges are obliged to serve the elders of their communities, then it may become necessary to "sell" the college to all segments of that group in order to get them involved. At this point both where to do this and what to say are appropriate questions.

In addition to the usual use of the public media for announcing programs, consider putting special announcements and articles in newsletters and bulletins that are published by local senior citizen and golden age clubs. Mid Plains Community College in North

Platte, Nebraska, found that feature stories in the local papers on program participants and content rather than mere announcements were very effective in promoting interest. Church bulletins are also often widely read by the elders of a community.

One college arranged with the electric company to include announcements of courses for elders in with the electric bill in order to reach isolated people. Rock Valley Community College, Rockford, Illinois, sends personal invitations announcing college programs directly to elders' homes.

However, when recruiting elders, no one medium is as effective as direct contact with the prospective participants. Personal appearances and contact by staff or, better still, elders familiar with the program at places where the elderly live, work, gather for meetings, or participate in recreation are by far the best methods of recruitment. Bucks County Community College in Newtown, Pennsylvania, recruits elders by setting up booths in local shopping centers and malls. Other places to visit in the recruitment itinerary include senior citizen and golden age clubs, councils on aging, church groups, veterans' clubs, grange meetings, elderly housing projects, recreation centers (public and private), bingo, beano games, etc., (often elders are there because they know no other options), libraries, nursing homes, and business and industry.

Nursing homes are often overlooked as recruitment possibilities, even though they present an excellent opportunity for programs. However, when recruiting in a nursing home the college must be willing to hold classes there or make sure proper and adequate transportation is provided.

Businesses and industry should not be ignored as places of recruitment, particularly for second career and preretirement programs. Usually there are newsletters or in-house newspapers in larger industrial plants that will carry a list of programs or articles on available resources. In some cases industry is willing to cooperate by bringing together people close to retirement for a meeting to discuss potential programs.

Recruitment of elders for community college programs requires that they be convinced that the college is a resource for them. Their image of education may be narrow. Some may see education only as sitting behind a desk and doing their lessons. This can make it difficult to present a broad view of the resources that education can provide. They must be made to feel that the college can meet an important need or desire they have.

One must call upon common sense in discussing programs with elders, usually staying away from educational jargon, since these terms are sometimes negatively charged for any lay audience. When discussing available options it is often useful to talk in specifics, indicating the exact content of the various courses, the leaders, the teaching methods to be used, where sessions will be held, and what will be expected of them as participants.

In recruiting, it is helpful to bear in mind that, for many, the college campus may appear to be "foreign" territory. Some have fears of becoming part of the academic atmosphere. Also, some will assume that they will be competing with "smarter and abler young people," and will have reservations about being involved in courses with younger students. The person recruiting for programs may want to attempt to alleviate some fears, whether real or imagined, at the outset. Several colleges throughout the country have used the "gold card" as a way of acquainting elders with the campus. Elders of the community are given special privileges and access to events at the college at reduced rates or even free. To symbolize this privileged status all elders are issued gold cards.

Location of Programs - Several factors may influence the location of the program, such as accessibility of the campus, availability of transportation, availability of suitable off-campus sites, fears among some elders about academia and/or sharing classes with young students, and suitability of the campus for use by those with physical limitations. If the campus is easily accessible and available to elders, many colleges have found it to be the best place to hold their programs. Benefits accrue to both the college and the elders when they are on campus. For example, the younger students, faculty and administration benefit from the elders' experience, while the elders feel that they are a part of the life of the campus and enjoy their experiences with others.

If the elderly population generally is not familiar with or is fearful of educational programs, holding programs in places familiar to them can eliminate potential concern about being "on campus." Senior citizen centers and public buildings such as city or town halls, high schools, recreation centers, etc. are often places to hold programs. Often elders are used to these places and they are usually centrally located.

A satisfactory locale for programs in the area of retirement planning and second careers may be in space provided by the business or industry that is cooperating with the program.

Successful programs have been conducted by community colleges in nursing and retirement homes, retirement villages, public housing, and trailer parks occupied by large numbers of elderly people. Black Hills Community College in Spearfish, South Dakota, is one of several colleges across the country that holds lectures and programs in local nursing homes. A community college in Vermont has held successful programs in private homes. Thus, flexible and innovative use of options is helpful when selecting the location of programs.

Methods of Teaching - How one presents material to elders can have a great deal of influence on the success of the program. Don't ignore what elders do know in presenting new material. It is impossible to travel through fifty, sixty, or seventy years of

life without learning a good deal about practical living. Too often teachers use the same teaching practices with elders as with youth and quickly lose their audience of elders.

Education of the elders presents a different challenge to the teachers. The teacher brings to the course or program a knowledge about a subject and resources that the students do not have. But the teacher should be ever aware of the fact that the elders also have knowledge and resources that the teacher may not have. It is the combining of all this knowledge and resources for increased knowledge that the teacher should keep in mind as the objective.

The teacher should also keep the students continually aware of the learning options available to them. Decisions on the use of audiovisual material, field trips, individual indepth studies of particular areas, political action, role playing, and other aids to education should be made jointly by teachers and students.

The teaching style that most lends itself to this approach and recommended for teaching elders is the seminar or workshop with small numbers of students participating.

Supportive Services - One of the major problems that community colleges face in the development of programs for all elders is transportation. This is particularly a problem faced in rural and suburban areas where public transportation is minimal or nonexistent. Many elders choose not to have or cannot afford cars. No specific solution is offered to this problem, but following are some suggestions gleaned from the experiences of others.

If the program can afford a bus to transport elders to and from programs this is one solution. The bus can be driven by one or several of the elders in the program either voluntarily or for remuneration. If the program budget cannot support a bus or there are budgetary regulations prohibiting it, perhaps a local philanthropic or fraternal organization could donate one. Also a local car dealer might provide one for advertising purposes. You might check to see if there are funds available for a bus through the state office on aging and/or the Area Agency on Aging serving your area. Finally certain education funds may be available from other State or Federal sources in your area for this purpose.

Another solution is to borrow a bus if possible. Sometimes senior citizen groups or churches have buses. Also school buses might be available off hours for use by elders. In Iowa, the use, for example, of school buses to transport elders to community college programs has proven very successful. Of course, the major difficulty with borrowing buses is that their availability may dictate the time schedule for the program which may not be the best time for the elders.

Some programs have successfully developed a system of shared rides with other students or participants, youngsters or elders. This system, however, is often fraught with the usual troubles of car pools which need not be reiterated.

Some colleges have contacted church and/or student groups to provide transportation as a philanthropic project. A word of caution: if this is attempted, one person should be assigned full time to coordinate the program. This may be an elder from the program or a staff person. Without such coordination too many elders become stranded and the whole program is likely to break down quickly.

The physical limitations of some elders require close scrutiny of facilities before their use. Generally, the more physical barriers there are the fewer elders will have access to the program. Stairs can be a major problem. To accommodate elderly with physical limitations classrooms should be on the first floor and in no case above the second floor without an elevator or escalator available. Buildings which have facilities to accommodate the handicapped such as ramps are more easily accessible to elders. Also one should not overlook the availability of bathrooms to physically handicapped elderly people when planning programs. Some buildings, particularly new ones, often have heavy fire doors in the hallways. These doors are difficult for many elders to get through when they are closed. Avoidance of such barriers assures greater chances of successful programs.

In most communities, there are service agencies that are able to help elders with such problems as housing, health care, income and nutrition. A working knowledge of the agencies and exactly what they can and cannot do is helpful when working with elderly people. In some cases, it may be advisable to bring agency representatives to the program, on campus and off.

There are, however, localities where services are minimal or nonexistent; and there are also many problems for which there are no current solutions. In such cases, elders are often their own best resource for seeking solutions. "Senior power" organizations throughout the country are presently working to solve many of the problems faced by elders and are having some success. As mentioned previously, community colleges can assist in the development of advocacy to increase the number and variety of supportive services for elders.

Some colleges have been successful in mobilizing many of the resources of the community for greater program effectiveness. Local businesses may donate a wide variety of needed materials and space. At Southwest Wisconsin Vocational Technical Institute, Fennimore, Wisconsin, community service clubs co-sponsor classes and programs. Also, at Greenfield Community College, Greenfield, Massachusetts, local businesses donated downtown store space for

a storefront college as well as other equipment and materials. This requires wide contact with business and community leaders, and ingenuity in begging and borrowing. It is worthwhile to bear in mind that along with their genuine concern for elders, providing elders with help is good public relations for business. Giving public credit to those who help by word of mouth or in writing, or through awards, insures continued cooperation from previous donors and makes it more likely that others will help.

Maximizing Manpower, Finances, and Other Resources

One of the greatest challenges in developing a program is in making the most of available resources and seeking out new resources. Most college administrators are faced with both a limited budget and either a part-time staff or no staff at all. There are resources, both human and financial, which can be obtained by the enterprising and determined administrator.

The best resource for any educational program for elders is elders themselves. As stressed earlier, involvement of elders in program development and implementation not only contributes to program success but also must be seen as a goal in itself. Elders can perform a number of essential program tasks which would normally be undertaken by paid staff. Following are a few examples of such tasks:

- Researching basic demographic and factual background on the community's elders
- Assisting in community needs assessment, including distribution of needs assessment instrument and analysis of results
- Recruiting students through talks to elderly groups, direct mailing to elders, and staffing information booths in senior centers or other areas where elders congregate
- Providing publicity and communications by writing press releases and flyers for local newspapers and/or TV and radio stations; arranging appearances on local radio and TV community service programs
- Serving as instructors and teachers
- Approaching community groups and local industry for donations of materials, space, and/or funds
- Approaching government agencies and private foundations, along with administrators, for funds
- Collecting information on and developing liaisons with pertinent community groups and organizations

- Developing car pools and working out transportation schedules

- Assisting in writing proposals for program funds to appropriate agencies

While most of these tasks can be done by elderly volunteers, qualified elders should be given particular consideration in filling paid positions where they have been developed and funded.

There are several places to find elders to work on program tasks such as those outlined above. The first and most obvious place is the consumer planning board. Members may be interested in assisting themselves or will be able to direct you to other elders who would. Another source of elderly volunteers is the network of local elderly clubs and organizations found in most communities. Most communities have several organizations such as Voluntary Action Programs or united community groups which place adult volunteers.

Another appropriate resource is a volunteer program especially geared to training and providing elders as volunteers, the Retired Senior Volunteer Program (RSVP). This program serves people 60 and over. Community colleges can become involved in this program in two ways: either as the sponsor and developer of the program or as a volunteer station for use of elders' talents. More than 25 community colleges have developed RSVP programs, although this direct service role can often be more appropriately accomplished by other groups in the community. Elders are provided with stipends and work for several days a week at jobs chosen to reflect their choice and talents. The RSVP program comes under the auspices of ACTION, a Federal agency, which administers a number of volunteer service programs. For the name and address of the program nearest to your college, you can contact your regional office of ACTION (see Appendix B for address).

Besides elders themselves, there are other groups which can provide volunteers. Many younger college students, particularly those in the field of social service or education, would be interested in phases of program development. In some cases, students can be given field work credit for substantial participation. Sometimes, staff of area social agencies and other community groups will see participation in such tasks as outreach and instruction as part of their functions and provide such services at no cost to the college.

Some large companies have developed programs which encourage workers to perform community functions on company time. For example, Xerox Corporation has a Community Involvement Program which allows employees to select and work in a project or activity backed by corporate funds. Xerox Corporation also has a Social Service Leave Program which supports selected employees to work an entire year in some community-related project. A quick survey

of local industry would determine if such programs exist in your community.

Besides personnel, there are other program resources which can often be obtained at no cost. Use of public and municipal buildings such as city or town halls and libraries can often provide needed space in population centers. Also, local companies and businesses, if approached (particularly by a group of elders), will often donate equipment and supplies.

A successful education program for elders can, then, be developed with little direct funding. However, this involves an aggressive search for volunteers and donations. This approach, however, also serves to involve both elders and other community groups more deeply in the process of program development and, while more taxing for the adminstrator, can provide greater rewards.

Most educational programs for elders, however, do ultimately need to seek some sources of direct funding beyond the limitations of the college budget.

A major source of funding for educational programs for elders is the Federal Government. Three different agencies within the Federal Government are particularly appropriate for directing such program proposals: Administration on Aging, Office of Education, and Department of Labor.

The Administration on Aging, U.S. Department of Health, Education, and Welfare, through the authority of the Older Americans Comprehensive Service Amendments of 1973, has authorized funds for several purposes which fall within the possible program interests of community colleges. Title III of these amendments can provide funds for developing a wide range of cultural enrichment and direct service programs for elders, and for planning, needs assessment, outreach, and transportation aspects of the program. Title IV of these amendments provides funds for the training of persons to improve service delivery to elders. This could include funds for programs which train elders to develop second careers in providing services to other elders. Title VII provides funds for nutrition, including not only provision of meals but also nutrition education and other supportive services such as information and referral. This funding would basically be used by colleges who felt compelled to enter into direct service delivery because of elders' unmet nutritional needs in the community.

Most Administration on Aging grants are disbursed and administered by the State Unit on Aging in each State. Recently State Units have decentralized service planning and delivery by developing area agencies on aging. Funding efforts should also take into account alliances with these area agencies. Requests for detailed information on area agencies and on funding proposals can be addressed to the State Unit in your State or to the Administration on Aging in Washington. (See Appendix B for addresses

of State Units and the Administration on Aging.)

The Office of Education, also in the U.S. Department of Health, Education, and Welfare, is another appropriate source for funding educational programs for elders. In particular, Title I, Part A, of the Higher Education Act of 1965 authorizes funds to support community service and continuing education programs to meet the needs of elders, retirement planning, and general enrichment programs. This title, along with Title III of the Older Americans Amendments outlined above, has been an especially successful funding route for community colleges. Funds are disbursed through each State's Post-Secondary Education Agency, and requests for information should be addressed to these agencies or to the Office of Education in Washington. Also under the auspices of the Education Amendments of 1972, each State Post-Secondary Education Agency has some monies for funding scholarships for pursuit of basic educational objectives. These can be sought for financing needy elderly students.

Under Title III of the Adult Education Act, Office of Education funds can be sought to train elderly paraprofessionals for participation in community service programs. These funds are administered on the State level by the State education agency. The Office of Education also disburses funds through each State's Vocational Education Agency to be used to develop training programs to upgrade elders' skills, consumer education programs, curriculums, and to train paraprofessionals. Again, requests for more information should be made to either the Vocational Education Agency in your State or the Office of Education in Washington, D.C.

The Department of Labor is another possible source of Federal funding. Under the recent Comprehensive Employment and Training Act of 1973, funds are available to provide training and job development for older workers, with particular regard to retraining for employment in public service positions. Colleges interested in developing second career programs may find this source a useful funding possibility. Funds under this Act are distributed by "Local Prime Sponsors," a term used for the specially designated local units of government charged with administering these funds. Further information can be obtained from the regional Federal office or the Department of Labor in Washington, D.C.

For certain innovative and replicable model programs, limited direct funds are made available directly through the Administration on Aging in Washington under Title IV (Model Projects) of the 1972 Amendments to the Older Americans Act.

Although most Federal funds are disbursed through and administered by appropriate State and municipal governmental units, often, State units on aging and State education agencies accept funding proposals for specifically earmarked State funds. Also, State public health and mental health agencies should be checked for funds to develop health education programs for elders through

the college.

Local units of government, counties, and particularly the larger cities may have funds for developing programs for elders. County offices, city and town halls should also be contacted to see where responsibility for elderly programs rests and what programs exist.

Private funds can come from three potential sources: local civic and social clubs, private foundations, and business organizations. Local civic and social clubs--Kiwanis Club, Rotary Club, Elks Club, University Women's Clubs, Junior League, Junior Chamber of Commerce, etc. sponsor events to raise funds for the benefit of local community projects. If approached by groups of community elders and presented with the need for funds for educational programs, they will often provide needed financial assistance.

Private foundations are a source of funding, although some have restrictions on funding public institutions. Local foundations are particularly receptive to funding programs in the immediate community and should be approached before larger national foundations. A Directory of Foundations, usually available at your college or the local library, lists private foundations by State along with an explanation of the types of projects they fund, areas of special interest to elders, and monies available. A directory of foundations for your State may be available through the Secretary of State's office. One may want to check the previous year's tax records of a foundation to determine actual allocations of funds.

Up to now, the business community has not been a source for funds. However, business is recognizing its responsibility and obligation concerning the options open to its retired employees and the community's elders, particularly in view of early retirement policies. Again, however, the business community must be approached and shown the needs that exist and the potential rewards for the community as a whole.

Chapter V

A Glimpse of the Future:

Implications for Program Development

It appears that American society will, during the last of the 20th century, continue toward greater industrialization and urbanization. Technological development will continue to increase rapidly in the years to come making it increasingly difficult for workers to keep up with changes that affect their jobs. As a result younger workers, more recently educated in what probably will become a more technically oriented system, will have more up to date thus more valuable knowledge than their older counterparts.

The society will continue to be youth oriented and will undoubtedly continue to regard work as the most important factor in determining a person's position in and worth to the society.

Because future technical development will both accelerate the rate of a person's obsolescence[2] in industry and also make it possible for a smaller proportion of workers to produce the necessary goods for the society, a reduction in the age of compulsory retirement to 60 or even 55 can be anticipated. As a result, it is possible that the lower limits of what is called "old age" will be reduced accordingly.

But what can be predicted about the elders who will be living in the America of the future? First, we know that there will be more elders than ever before. It is predicted that there will be at least 28.8 million over 65 by the year 2000.[3] We also know that the proportions of elders in the population will increase steadily, for at the present time the number of people over 65 is increasing more rapidly than the nation as a whole.[4] If there is a major breakthrough in the cure of heart disease or cancer or both we can predict that the figures will be even higher.

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1. See Donald O. Cowgill, "The Aging of Populations and Societies" in The Annals of the American Academy of Politics and Social Science, Vol. 415, September, 1974.

2. Robert A. Binstock, "Aging and the Future of American Politics." Political Consequences of Aging. The Annals of the American Academy of Political and Social Science, Vol. 415, September, 1974, pp. 199-212.

3. "New Facts About Older Americans," U.S. Dept. H.E.W., U.S. Gov. Printing Office, 1973.

4. "We, the American Elderly," U.S. Dept. of Commerce, U.S. Gov. Printing Office, 1973.

We also know that in the future elderly women will outnumber men to even a greater extent than they do today.[5] Elders will also be better educated,[6] healthier and more physically mobile than ever before.[7] Probably tomorrow's elders will be slightly more affluent than elders today[8] and more will be living alone.[9]

Aside from these rather dry statistics about the aging, one can predict that increasing numbers of today's younger people will live longer, healthier lives following their work careers and consequently "old age" will become a more active stage in the life cycle. It is likely that people will be seeking increasing options for activities during their retirement and retirement itself will take on new meaning as an entrance into new roles and new activities, not only as an exit from the old roles as it primarily is today.

Over the next decade and beyond the society will be wrestling with providing ways of helping many elders constructively to use time that really will not be considered leisure time. Leisure time is related to work and for most people can be filled with activities that have little or no social worth to the individual. However, when retirees have no work at least some of their time must be filled with what to them is meaningful activity.

As the population increases and the age of retirement decreases there will be increasing numbers of healthy, "young" elders able to perform many tasks in and for the society. Ways need to be continually developed to harness the untapped resources of elders to help meet society's economic and social needs.

Finally, as the composition of the elderly population changes over the next 25 years there will be an increasing demand on financial, social and medical services. These demands will probably alter the substance of those services as well as the amount, making it necessary not only to increase services but to develop new services that have never been provided.

The implications of the above for community college involvement in the field of aging are many.

As the population of elders grows, so too will the demand for programs by elders from various sources, including education. Community colleges will need to reach out to greater numbers of elderly and reach out to them with a wider spectrum of programs. As forced retirement becomes more and more common, education about that period of life and ways of preparing for it and coping with it will be necessary. Not only will people about to retire

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5. Ibid.
6. Ibid.
7. "New Facts about Older Americans," op. cit.
8. "We, the American Elderly," op. cit.
9. Ibid.

and those recently retired need such programs but also younger people in the college program and in industry. It is likely that industry and labor will increasingly look to education for help in this program in the near future.

As the notion of a two-career life becomes increasingly accepted, courses and programs to prepare people for second careers will be needed. Community colleges can work with younger people as well as elders to develop second career curriculums and in conjunction with service agencies and industry develop jobs in the community for older workers. Educators and service personnel will need to be trained in methods of developing second career programs.

As retirement becomes a more active way of life for increasing numbers of people, education, in general, and community colleges, in particular, will be called upon to prepare elders to take advantage of a variety of options (outside of second careers) for use of both leisure and non-leisure time. This might involve active participation in advocacy, legislative activity, education for continued growth and enrichment, volunteer service activity, and a variety of options not yet thought of.

As the need for services increases and changes its focus, community colleges can prepare both service personnel and elders to cope with the changes. New personnel will need training and veteran personnel will need updating on newly developed techniques, services, and programs. Further, community colleges can supplement services with additional programs and even pilot new and innovative services where appropriate and necessary.

As knowledge proliferates in the field of gerontology, service personnel often will not have time to sort out and keep up with the literature that can help them in their practice. The community college can serve as a resource to the practitioner by sorting out relevant material and abstracting articles and books to facilitate professional practice.

While the major areas for possible participation of community colleges with elders in the future have been mentioned, the potentials for specific programs, courses, etc. in any or all of these areas are practically unlimited. Program development in the future will require imagination on the part of the planners, commitment on the part of the college, and continued interaction with the community of elders, industry, labor, and government.

As the younger population, traditionally those served by the community college, decreases over the next few years, many colleges will look to new populations in order to maintain services and educational standards in the community. Hopefully, these colleges will seek to make elders their second careers.

APPENDIX A

Five Additional Case Studies

The following program descriptions are taken from Older Americans and Community Colleges: Selected Papers, edited by Andrew S. Korim and Dorothy O. Waugaman.

Grateful acknowledgment is given to the American Association of Community and Junior Colleges for permission to print these excerpts here.

SENIOR INVOLVEMENT AT CLACKAMAS COMMUNITY COLLEGE

John Hakanson
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Many senior-oriented activities are regularly scheduled as part of the college's program. At least one senior citizen serves on each of the 27 lay advisory committees which help the college keep its curricular and service programs in line with community needs. On one of the committees, the Community Service Advisory Committee, both the chairman and the vice-chairman are seniors.

Our senior citizen Gold Card program appears to have been the first of its kind in Oregon. It was started at Clackamas eight years ago, and since that time every community college in Oregon has adopted the same plan or one similar to it. Even Oregon State University and the University of Oregon are now using a limited version of the plan for their activities.

Any Clackamas College District senior citizen, 62 years or older, may receive a Gold Card by applying at a local high school. The card entitles the bearer to attend high school or college dramatic, musical or athletic events without charge. It also allows the senior citizen to register for any college class, tuition free.

Another campus program involving senior citizens is the Green Fingers community garden. Green Fingers is operated on several acres of campus land divided into 142 plots, 20' X 40'. Anyone in the community who wants to garden but has no land to cultivate is invited to take a plot. Water, seeds and fertilizers are provided through donations. There are no restrictions on what is planted, and gardeners are wholly responsible for managing their own crops. Many seniors and low income families use the garden plots as a means to supplement their food supplies.

Last summer, a boat trip on the Columbia River was offered through the courtesy of the Portland Yacht Club. Arrangements for the trip, including lunch, were made by the Community Services Advisory Committee, and it was publicized through the Clackamas County Senior Citizen's Council, and the college public information office.

On at least two occasions, the college has joined with other groups and organizations in the county to organize a salmon bake for seniors. The governor of the state and one of Oregon's congressmen have spoken at these gatherings.

Other college services which have been useful to senior citizens include the following: (1) the speakers' bureau, which regularly sends staff members to address groups; (2) assistance in publicizing senior activities; (3) printing of publicity and information; and (4) seminars on topics of special interest. When possible, college vehicles are used to provide transportation for groups of seniors to various events.

College counselors make their services available to seniors, and college staff members function on various committees, boards, task forces, and steering committees working for and with senior citizen groups.

Community education classes are available for everyone, but there are some specifically tailored to the elderly. Some examples are Physical Fitness for Seniors, The Aging American, and Understanding Your Social Security.

Clackamas Community College has received funds for two important projects related to the elderly within the past year. The first of these is the Senior Involvement Project, funded by the Oregon Department of Human Resources Program on Aging, the college, and the American Association of Community and Junior Colleges. The second project is the Retired Senior Volunteer Program (RSVP) funded through ACTION and the college.

Phase I activities of the Senior Involvement Project included in-service training for people working with the elderly in institutional settings. One of these classes was held at Dammasch Hospital, a State mental institution. Instructional emphasis was on the sociological implications of aging.

Another manpower training program was held in February. The two-day workshop covered motivation techniques, reality orientation, understanding depression, behavior modification, and recreational management and direction. Volunteers working with the elderly, and staff and administrators of nursing homes were among the participants. Orientation to the Aging and Their Health Care, another manpower training program at the paraprofessional level, was taught on campus.

A two-year Human Services curriculum with and Associate in Science degree is planned with basic core classes coupled with a specialty. The specialties will include some or all of the following: child care, mental health, educational aide, and aging. A practicum in the specialty selected is a requirement of the curriculum.

Approximately 35 seniors attended a class on the Aging American at a local Loaves and Fishes chapter, with another scheduled to begin soon. Loaves and Fishes is one of several names given to county programs of federally assisted meals plans for the elderly.

One of the conditions of federal funding for these programs is that in addition to serving food, some form of social interaction opportunity is provided. The college, through its speaker's bureau adult basic education program, and the Senior Involvement Project, helps meet this condition by providing speakers, films, classes, and musical or dramatic presentations.

College instructors have made nutritional information available through the Loaves and Fishes program but have not met with overwhelming success. However, a Shopper Helper workshop, with tips on stretching the food dollar, shopping and cooking for one or two persons and how to use freezers and other present-day appliances, had a spinoff that shows promise. Two workshop participants reported what they learned to senior centers.

One of the emphases of the Senior Involvement Project is to enhance the opportunities for seniors to contribute to the solution of their own problems, as well as those of others. We avoid speaking and acting in terms of doing things "for" seniors; rather we conduct ourselves so as to do things "with" seniors. Most older people have been meeting heavy responsibilities for many years. Many are not ready to quit that entirely, nor should they be encouraged to do so. Most seniors need the stimulation and opportunity of participation and involvement.

The Retired Senior Volunteer Program (RSVP) is funded to provide senior citizens, retired and over 60 years of age, opportunity to offer their time and skills in volunteer service. Their duties have included work in schools, senior centers, hospitals, nursing homes, offices, libraries, parole and probation offices, and community centers.

A newsletter and weekly "Seniors on the Move" newspaper column in a local paper stimulate interest and open communication lines among seniors by reporting activities of RSVP volunteers.

SERVING OLDER AMERICANS:
PROGRESS AT TRI-COUNTY TECHNICAL COLLEGE

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The basic purpose of the project is to develop one of South Carolina's most neglected resources - people - and invest this resource in a field bankrupt in skilled manpower - aging.

The scope of the project includes the formulation and implementation of a program to meet the needs of senior citizens in the Appalachian Region of South Carolina with emphasis on meeting the needs of citizens in Anderson, Oconee, and Pickens Counties. It is being accomplished by working to achieve three major objectives which constitute the three-pronged thrust of service, education, and referral.

The first of these components, scheduled to be implemented in September of this year, will provide indirect service to senior citizens through a manpower training program. This manpower component, when developed, will offer services to senior citizens both in institutional and community environments, such as "project plea," "meals on wheels," extended care centers, welfare, social security, nursing homes, and other social agencies. This will be accomplished by the initiation of a two-year associate of applied science degree program to train job-entry personnel and a sequence of curriculum and non-curriculum courses designed to aid current social agency employees in more efficient services to our senior citizens.

The second thrust is presently well underway. The education component is designed to offer educational programs to both individuals and groups of senior citizens. Courses such as Proper Nutritional Habits, Health Care, Budgetary Planning, Arts and Crafts, and Recreation will be offered. Tuition (no fees or books included) will be free to all senior citizens sixty (60) years of age or older in these courses which are designed to contribute to the "good life" of our senior citizens. At present there are over 600 senior citizens in our service area enrolled in general educational programs. Another 413 enrolled in "retraining" courses such as Housewiring, Driver Training, Brick Masonry, Cabinet Making, and Small Engine Repair.

The third major thrust of the project is that of offering referral services in the community, both from senior citizens to proper agencies, and from agencies to senior citizens. The referral phase of the program is taking, or will take, three directions: first, courses will be organized for agency employees to assure that all employees understand their roles and responsibilities to their senior clients; second, the Human Resources Associate's Department Chairperson and staff will act as an information center for individuals, groups, and social agencies who need direction to proper agencies where services can be obtained; and third, the associate's department chairperson and staff are becoming active in the counties' councils on aging so that they can become an information bank, coordinating agent, and "the glue" to hold the councils together.

Three additional specific, but less major, objectives are also contained in the project.

These objectives relate directly to the Human Resource Associate educational program (a program that leads to the associate in applied science degree). These specific objectives are:

1. To develop and implement a multi-directional training program, which will train personnel to provide service, education, and referral to the elderly within the Tri-County community and the Appalachian Region of South Carolina,

2. To recruit, enroll, and graduate 20 to 30 area specialists annually and to offer services to senior citizens in both institutions and community environments,

3. To employ a department chairperson and staff who will teach specialists in this program and serve as a liaison with all senior citizen groups and agencies within the region.

In support of the above objectives, the following courses comprising a curriculum with a focus on aging will be implemented in Human Services:

Human Growth and Development I
Introduction to Gerontology
The Aged in Contemporary Society
Self Awareness
Active Therapy I
Human Growth and Development II
Concepts of Work and Leisure
Community Organizations
Active Therapy II
Consultation
Nutrition and Health
Personnel Finance
Crisis Management
Nursing Care for the Elderly
Developing a Therapeutic Community for the Elderly
Introduction to Social Work
Communications Skills Development
Special Problems of the Elderly
Effective Speaking
Supervised Field Placement I

The final phase of the project contains an evaluation report. This report will describe all work performed to include a complete outline of the program and a complete description of how the programs were developed, conducted, and evaluated. Continuation plans will also be presented in the final report. The report will be used in the approval process for acceptance of the new educational program. Final approval for all new educational programs to be implemented within the technical college system must be given by the South Carolina Board for Technical and Comprehensive Education and the South Carolina Higher Education Commission. Documentation of need is the most critical requirement of the approval process.

The project has opened new avenues of service for the community. Additional objectives, not included in the project as funded by Duke University and AACJC, are either being, or will be, supported from other sources such as the technical college, counties' Council for Aging, industry, The South Carolina Commission on Aging, other agencies responsible for offering servides to senior citizens, and other projects funded by the Appalachian Regional Commission.

Problems Encountered in Implementation

There are several problems that have to be solved in the Human Services program. First, finding a person qualified to coordinate the program has caused a serious delay. We have been unable to find a person with both the administrative background and the technical knowledge required. Apparently, the output of graduate programs in this field is not enough to satisfy the current demand for highly trained individuals in the field of aging. A second problem, and perhaps the most serious, is that the program is simply ahead of its time. The newness of the program and its innovative nature have caused some lack of understanding in state and local social welfare agencies. It takes a concentrated effort to educate these agencies to the benefits of such a program.

A related problem is that of getting recognition from the heads of state and local social welfare agencies. The social agencies are manned by professionally trained personnel (usually with a Master's Degree), and there has been some difficulty in getting them to accept these two-year graduates with such highly specialized training. However, progress is being made through an intensive educational effort.

In order to establish positions and job classifications for graduates, it is essential that officials understand the need for the capabilities of the highly specialized graduates who will be produced.

PROGRAMS FOR ELDER AMERICANS AT SOUTHEAST COMMUNITY COLLEGE

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Focus on Pre-retirement Education

In consultation between Southeast Community College and the Nebraska Commission on Aging, it was decided that initial priority and emphasis of resources would be placed on fulfilling the recognized community need for pre-retirement education. An advisory committee, set up for the purpose of ensuring citizen input into program development, and composed of a wide variety of individuals and representatives of groups interested in the problems of older Nebraskans, concurred in this decision.

The following section reviews materials prepared by the staff of Southeast Community College in response to the priority stated above. The outline of the Pre-retirement Planning Program is suitable for modification by other interested community colleges to meet local need. Topics covered in the outline include attitudes toward aging, successful retirement, income and expenses upon retirement, and the law pertaining to retired persons.

The target population was identified as all persons, age 50 and over, who lived in the service area of the college. These persons would be found in industry, retail sales, financial institutions, or as members of unions, self-employed, or in small groups with insufficient numbers to support such a program. In the latter case, two or more small groups might combine for the program.

Specific needs that a pre-retirement program might meet deal with developing and/or sustaining feelings of self-worth, developing an awareness of alternatives for retirees, and exposing persons to the existence of resource agencies and persons. Each pre-retirement group to be served would be questioned to determine specific content to be incorporated into the model of a previously developed training package.

The program, as developed, was expected to meet the following needs:

1. the need for a continued sense of self-worth, and

2. the need for information about the aging process, living arrangements, budget changes, and laws that impact on the retiree.

The first session is designed to introduce the participant to the fact that retirement is a personal event. During the meeting time, personal feelings and ideas about retirement are examined. The film, "The Rest of Your Life," is determined to be an excellent resource for introduction to the subject of retirement as a personal life event.

Recognizing that actual life situations are important in the process of education, the second session utilizes personal sharing by some retirees in demonstrating successful retirement models. While all elements of a person's life cannot be matched to a model, often some similarities can be found. It is helpful to include models of varied life styles during this session.

The last four sections of the program are interchangeable. Their order is insignificant; however, all of the elements are important to include.

Explanations of the normal process of aging performs dual functions. On the one hand, knowing the general process of normal deterioration can alleviate some anxiety at the loss of energy, or other slowing down; on the other, specific danger signals can be highlighted to provide an awareness of when treatment might be indicated. Also included with this session is the desirability of maintaining as much growth as possible until death. Second career possibilities, volunteer work, and other creative uses of leisure time ensure that growth will not stop at retirement.

The question of where and how to live is a perplexing one for many retirees. Questions such as should they stay in the same area where they have long time friendships, should they stay in the same house even though it requires a lot of upkeep, or should they move into a retirement community with easy upkeep homes, or to an easier climate, closer to children or other relatives, or what? What supportive services are available for independent living when chronic health problems arise? Alternative answers to the questions are discussed in the large groups, but opportunity for evaluation of the information on a personal basis is available in a small group setting.

Since Social Security provides retirement income for a great proportion of retired persons, a valuable resource person for a pre-retirement program is a representative of the Social Security Administration. The importance of income in addition to Social Security payments is stressed. Alternative sources of money income, methods of supplementing money income through discounts and careful purchasing are discussed.

How the law affects retired persons, what special provisions are available for tax relief, how to set up trusts for conserving inheritances, why wills are important, what kind of planning can be done, and how to make the most effective use of available insurance are vital to retirement planning. The necessity for advice from a lawyer and how to obtain legal counsel are also discussed.

A program is only as effective as it impacts on people it is meant to reach. It became apparent early in the project at Southeast Community College that a major effort would need to be undertaken to alert the community of the college programs for older members of the community. Promotional letters were sent to businessmen and civic groups in the Lincoln, Nebraska, area informing them of the programs at the college. Posters were sent with the letter for posting on bulletin boards. The motto of the program, "Failure to Prepare is to Prepare for Failure," was used to direct attention to the poster.

Additionally, the program was given wide coverage in local newspapers. As activities took place, stories appeared in the newspapers giving a wide range of ready access to the information regarding the efforts of the college.

Participants in college programs are required to evaluate the total program. This demonstrates the intent to improve programs expanding community support. Suggestions to make modifications have been incorporated into the programming.

The advisory committee which was established by the college proved to be valuable not only in contributing to the development of activities but also in assisting the college to publicize its efforts. Much of the success of the efforts of the college is due to the commitment given to the college by the members of the advisory committee.

THE ROLE OF FLATHEAD VALLEY COMMUNITY COLLEGE IN DEVELOPING SERVICES FOR THE ELDERLY

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Flathead Valley Community College is located in Northwestern Montana in the Rocky Mountains. The area, with its mountains, lakes, streams, and relatively mild climate (similar to the Puget Sound area), has been a prime retirement location for people from all parts of the state. As a result, 21 percent of the population of Kalispell, the site of FVCC, consists of persons age 60 and over. The high percentage of retired citizens in the community has led the college to place a high priority on the programs for senior citizens.

There are three aspects of the college response to the senior citizens of the community:

1. outreach programs,

2. information and referral, and

3. coordination with councils on aging at various levels.

Outreach activities vary widely in scope. Free tuition is offered to senior citizens for all academic, occupational, and community service classes on a space available basis. Specialized courses are available with a minimal tuition of $5.00. Admission to dress rehearsals of all drama and musical events is free. College vehicles are available for transportation of senior citizens on an ability to pay basis. In addition, the COA newsletter (published by the County Council on Aging) is printed and distributed through college services.

The college program has moved out to senior centers. Recreation classes of the college provide programs of recreation and fitness in the centers. There is an emphasis on performances by musical and other collegiate groups at senior centers and for senior organizations. A comprehensive arts and crafts program, using the resources of the elderly with special skills to be instructors, has been developed.

College student clubs helped furnish the senior centers by gathering furniture for use in the facilities provided, thus creating some understanding and feeling between the generations.

Finally, the college sponsors a Retired Senior Volunteer Program (RSVP), utilizing student assistance in organizational procedures. Since its inception, the senior volunteers have learned new skills, developed new interests and made a contribution to the life of the community. The program at FVCC is considered one of the best in the state.

A novel program of information and referral has been implemented with the aid of television. Inasmuch as 80 percent of the college service area is covered by cable television, a broad variety of educational, cultural, social, and recreational services can be delivered inexpensively through the cable television system. One of the most successful pilot efforts during the first year of the program was a weekly news broadcast for senior citizens, "These Are the Days." Features include national and state news pertaining to benefits for older citizens; local events and happenings; hints on Social Security, health, and nutrition, and the very popular short video clips of local history entitled "Those Were the Days."

The use of television in information and referral services for the elderly has been highly effective since television is a chief source of information for the retired population. When coupled with the COA newsletter, information and referral services in the Flathead Valley reach nearly 100 percent of the target population.

The coordination function of FVCC with local and area councils on aging has benefited the community at large. Most of the efforts of the designated planning coordinator of the college have been in the area of coordinating programs and services between the local council on aging and FVCC.

RESPONDING TO THE NEEDS OF THE AGING: THE APPROACH AT COMMUNITY COLLEGE OF ALLEGHENY COUNTY

Doreen D. Heller
Coordinator
Aging Project
Community College of Allegheny County
Pittsburgh, Pennsylvania

The Community College of Allegheny County (CCAC) (Pennsylvania) is committed to the concept of educating senior citizens. There is a genuine commitment to providing educational opportunities for the entire population of Allegheny County. A full-time coordinator of aging projects was appointed as the result of a grant from the American Association of Community and Junior Colleges to research and develop curriculum for the elderly living in a complex urban setting. An advisory council was appointed to assist in the development of innovative and substantive programs for older adults and for those working with them. Several council members came from the professional field; however, most of them were retired but active individuals.

Relationships were immediately established with many social service agencies in Pittsburgh and in Allegheny County. One of the most immediate needs to surface as a result of this contact was manpower training. College resources and program efforts in the first six months of the project focused on manpower training.

-- In cooperation with the local Council on Aging, problem-solving seminars for professionals working in the field of aging were developed.

-- In-service training for supervisors in senior citizen centers was conducted with the City of Pittsburgh.

-- Presently in the developmental process are in-service courses for nursing home and residence home staffs in the area.

-- A 100-hour training course is being conducted for homemaker/home health aides who serve the elderly under the auspices of the Visiting Nurse Association and the Adult Services Division of the Allegheny County Department of Social Services.

-- A program was developed in cooperation with Meals on Wheels in which basic casework skills were taught to the volunteers who delivered the meals.

-- Four seminars on nutrition were held for volunteers working in Meals on Wheels kitchens.

-- Five series of seminars are being developed and sponsored by CCAC for the Retired Senior Volunteer Program (RSVP): one for volunteer directors and their staffs to develop methods of using the creative talents of volunteers more effectively; and four for volunteers working in various settings: (1) in the area of child development; (2) in general hospitals; (3) in museums and the Better Business Bureau; and (4) in convalescence and nursing homes.

-- Credit courses were offered in sociology and recreation therapy for volunteers in the Foster Grandparent Program.

-- Just completed is a five-week program for clergymen designed to their understanding of the aging process. Resources available in the Pittsburgh area to aid them in ministering to the older adult in the community were described.

-- A one-day seminar was conducted for Baptist laymen in the expectation that parish ministers could use lay help in ministering to the needs of the elderly.

The advisory council helped direct the elderly in planning to meet their own needs. Members of the council first advised an assessment be made of the needs of the elderly living in the community. Involvement and commitment of the council members can be best summed up by one of the prospective members when he was asked to serve on the council: "I suppose I must accept this challenge for we shall not pass this way again, but between us we may get the road improved while we are here."

-- An afternoon spent at a senior center led to interest being expressed by seniors for dance and volleyball instruction. This interest fostered active support of a 15-week course entitled "Fitness over Fifty." Simple breathing exercises led to immediate improvement of the problems they experienced with shortness of breath. The instructor had had little previous contact with the elderly, but worked slowly and carefully, developing the course as it progressed.

-- A working relationship with the Craftsman Guild in the Pittsburgh area led to classes in painting, ceramics, and weaving being offered in aggregate housing units and senior citizen centers.

-- As a result of a survey of residents in a building for seniors able to live independently, classes in Jewish Culture and the Psychology of Aging were conducted.

-- In a more confining residence, a program on the history of Pittsburgh has just begun. Class meetings are informal, consisting of dialogues between students and the instructor.

-- One of the most prominent concerns of elderly persons is their fear of being a victim of crime. The athletic director at one of the campuses became interested in the safety and security of elderly women. He developed and taught a course in personal safety at a county housing unit. One of his students, 70 years old, had not been out of her apartment in two years because of her fear. Interest in the program had been evident throughout the community. In the future, the course will be greatly expanded and adapted to meet the needs of individual students and the geographical area in which it is to be taught.

-- Finally, in May, the college is co-sponsoring a Senior Fair involving state, county, and city officials. One goal of the fair is to create an awareness of the needs and concerns of older adults on the part of the younger members of the community. Another goal is to acquaint the seniors with programs and opportunities available to them.

It has been a great advantage to have a full-time staff person as coordinator to implement all the programs for the elderly in the CCAC system. Cooperation was immediately established with the campus directors of community service. Regular meetings are held to discuss current programs and problems, as well as future plans. Cooperation and joint sponsorship have been established with most social agencies serving the county. Because of the availability of an individual representing the entire college who can discuss and solve problems of an educational nature, more effective, direct service can be given to the

elderly in the country. The coordinator served as a member of the task force on education for the county-wide model of the Health and Welfare Department, as educational consultant for the Governor's Council on Aging (Western Region) and the Pennsylvania Specialists on Aging. Joint and cooperative programs are currently being planned between the community college and the other instutions of higher education in Pittsburgh. Resources of all the local colleges and universities are now easily and readily available for the promotion of educational response to needs of the elderly in Allegheny County.

Because of the relationship established with AACJC, the coordinator has taken part in three conferences on "The Role of the Community College in Serving the Aged." From information obtained at the conferences, it appears there is more substantive activity in Allegheny County than in many other community college jurisdictions, primarily due to the full-time status of a staff person to implement and coordinate programs.

All of these activities have occured in the span of nine months. We feel this indicates a tremendous need and desire by social agencies and individual citizens to support the educational system in its reaction to the awareness of need in our senior population.

Appendix B.

Listing of Other Resources and Contacts

STATE AGENCIES ON AGING

Alabama
Commission on Aging
740 Madison Avenue
Montgomery, AL 36104

Alaska
Office of Aging
Pouch H
Juneau, AK 99801

Arizona
Division for Aging
State Department of Public Welfare
1624 West Adams Street
Phoenix, AZ 85007

Arkansas
Office on Aging
State Capitol Building
Little Rock, AR 72201

California
Commission on Aging
800 Capitol Mall, Room 2105
Sacramento, CA 98514

Colorado
Division of Services for the Aging
State Department of Social Services
1575 Sherman Street
Denver, CO 80203

Connecticut
Department on Aging
90 Washington Street, Room 312
Hartford, CT 06115

Delaware
Bureau of Aging
1118 West Street
Wilmington, DE 19801

District of Columbia
Special Assistant for Services to the Aged
Department of Public Welfare
122 C Street, NW, Room 803
Washington, D.C. 20001

Florida
Division of Family Services
Department of Health and Rehabilitative Services
P.O. Box 2050
Jacksonville, FL 32203

Georgia
Commission on Aging
Suite 301
1372 Peachtree Street, NE
Atlanta, GA 30309

Hawaii
Commission on Aging
250 S. King Street, Room 601
Honolulu, HA 96813

Idaho
Office of Aging
Capitol Annex No.7
509 N. 5th Street, Room 100
Boise, ID 83702

Illinois
Division of Community Services
Department of Public Aid
State Office Building
Springfield, Il 62706

Indiana
Commission on the Aging
and the Aged
Graphic Arts Building
215 North Senate Avenue
Indianapolis, IN 46202

Iowa
Commission on Aging
State Office Building
Des Moines, IA 50319

Kansas
Division of Services
for the Aging
Department of Social Welfare
State Office Building
Topeka, KS 66612

Kentucky
Commission on the Aging
207 Holmes Street
Frankfort, KY 40601

Louisiana
Commission on the Aging
P.O. Box 44282
Capitol Station
Banton, Rouge, LA 70804

Maine
Services for Aging
Department of Health
and Welfare
State House
Augusta, ME 04330

Maryland
Commission on Aging
State Office Building
301 West Preston Street
Baltimore, MD 21201

Massachusetts
Department of Elder Affairs
120 Boyleston Street
Boston, MA 02116

Michigan
Commission on Aging
1101 South Washington Avenue
Lansing, MI 48913

Minnesota
Governor's Citizens Council
on Aging
277 West University Avenue
St. Paul, MN 55103

Mississippi
Council on Aging
P.O. Box 4232 Fondren Station
Jackson, MS 39216

Missouri
Office of Aging
Department of Community Affairs
505 Missouri Boulevard
Jefferson City, MO 65101

Montana
Commission on Aging
Penkay Eagles Manor
715 Fee Street
Helena, MT 59601

Nebraska
Commission on Aging
State House Station 94784
Lincoln, NB 68509

Nevada
Aging Services Program
51[illegible] East Musser Street
Room 113
Carson City, NV 89701

New Hampshire
Council on Aging
P.O. Box 786
3 South Street
Concord, NH 03301

New Jersey
Division on Aging
Department of Community Affairs
P.O. Box 2768
363 West State Street
Trenton, NJ 08625

New Mexico
State Commission on Aging
408 Galisteo Street
Santa Fe, NM 87501

New York
Office for the Aging
New York State Executive Department
855 Central Avenue
Albany, NY 12206

North Carolina
Governor's Coordinating Council on Aging
Administration Building
213 Hillsborough Street
Raleigh, NC 27603

North Dakota
Programs on Aging
State Board on Public Welfare
Randall Professional Building
Route 1
Bismarck, ND 58501

Ohio
Division of Administration on Aging
Department of Mental Hygiene and Correction
State Office Building
Columbus, OH 43215

Oklahoma
Special Unit on Aging
Department of Public Welfare
P.O. Box 25352, Capitol Station
Oklahoma City, OK 73125

Oregon
Oregon State Program on Aging
313 Public Service Building
Salem, OR 97310

Pennsylvania
Office of Family Services
Department of Public Welfare
Health and Welfare Building
Harrisburg, PA 17120

Rhode Island
Services for the Aging
Department of Community Affairs
289 Promenade Street
Providence, RI 02903

South Carolina
Interagency Council on Aging
2414 Bull Street
Columbia, SC 29201

South Dakota
Programs on Aging
State Department of Health
State Capitol Building
Pierre, SD 57501

Tennessee
Commission on Aging
Capitol Towers,
510 Gay Street
Nashville, TN 37219

Texas
Governor's Committee on Aging
P.O. Box 12786
Austin, TX 78711

Utah
Division on Aging
353 East 2nd South
Salt Lake City, UT 84111

Vermont
Interdepartmental Council
on Aging
126 Main Street
Montpelier, VT 05602

Virginia
Gerontology Planning Section
Planning and Community Affairs
1010 Madison Building
Richmond, VA 23219

Washington
State Council on Aging
Department of Social and
Health Services
P.O. Box 1162
Olympia, WA 98501

West Virginia
Commission on Aging
State Capitol
Charleston, WV 25305

Wisconsin
Division on Aging
Department of Health and
Social Services
Room 690
1 West Wilson Street
Madison, WI 53702

Wyoming
Department of Health and
Social Services
State Office Building
Cheyenne, WY 82001

FEDERAL RESOURCES

U.S. Department of Health, Education, and Welfare
Administration on Aging, Social Rehabilitation Service
Regional Offices

Region I. (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont)

John F. Kennedy Federal Building
Government Center
Boston, MA 02203

Region II. (New Jersey, New York, Puerto Rico, Virgin Islands)

26 Federal Plaza
New York, NY 10007

Region III. (Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, and West Virginia)

P.O. Box 12900
Philadelphia, PA 12900

Region IV. (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee)

50 Seventh Street, NE
Room 404
Atlanta, GA 30323

Region V. (Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin)

433 West Van Buren
Room 712
New Post Office Building
Chicago, IL 60607

Region VI. (Arkansas, Louisiana, New Mexico, Oklahoma, Texas)

1114 Commerce Street
Dallas, TX 75202

Region VII. (Iowa, Kansas, Missouri, Nebraska)

601 East 12th Street
Kansas City, MO 64106

Region VIII. (Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming)

19th and Stout Streets
Room 9017
Federal Office Building
Denver, CO 80202

Region IX. (Arizona, California, Hawaii, Nevada)

50 Fulton Street
Room 406
Federal Office Building
San Francisco, CA 94102

Region X. (Alaska, Idaho, Oregon, and Washington)

1319 2nd Avenue, Mezzanine Floor
Arcade Building
Seattle, WA 98101

U.S. Department of Health, Education, and Welfare
Office of Education
400 Maryland Ave. S.W.

U.S. Department of Labor
601 D Street, N.W.
Washington, D.C. 20213

ACTION

National Office

806 Connecticut Avenue, NW
Washington, D.C. 20525

Area I

1416 Post Office Building
Boston, MA 02109

Area II

Room 1609
26 Federal Plaza
New York, NY 10007

Area III

320 Walnut Street
6th Floor
Philadelphia, PA 19106

Area IV

730 Peach Tree Street, NE
Room 895
Atlanta, GA 30308

Area V

Room 332
1 North Wacker Drive
Chicago, IL 60606

Area VI

Corrigan Tower Building
Suite 1600
212 North St. Paul Street
Dallas, TX 75201

Area VII

2 Gateway Center
Suite 330
4th and State Street
Kansas City, KS 66101

Area VIII

Prudential Plaza Building
Room 514
1050 17th Street
Denver, CO 80202

Area IX

100 McAllister Street
Room 2400
San Francisco, CA 94102

Area X

1601 2nd Avenue
Seattle, WA 98101

OTHER NATIONAL RESOURCES

National Council of Senior Citizens
1511 K Street, NW
Washington, D.C. 20005

American Association of Retired Persons/National Retired Teachers Association
1909 K Street, NW
Washington, D.C. 20049

Institute of Lifetime Learning
Dupont Circle Building, 6th floor
Washington, D.C. 20036

215 Long Beach Boulevard
Long Beach, CA 90802

National Association of Federal Retired Employees
1533 New Hampshire Avenue, NW
Washington, D.C. 20036

Appendix C.

Annotated Bibliography

Annotated Bibliography

Following is a brief annotated bibliography of pertinent information and analyses in educational program development for elders. It is intended to spotlight those materials which are considered most valuable to the community college administrator. The bibliography is in two sections. The first lists four publications which offer practical guidelines and specific background information for the planning and development of community college programs for elders. The second section is a more varied listing of literature that provides further background and insight on topics discussed in this guide.

Academy for Educational Development, Inc., Never Too Old to Learn, New York, June 1974.

A concise and readable discussion of current programs for elders and guidelines for new program development based on a survey and study for the Edna McConnell Clark Foundation.

Grabowski, Stanley and W. Dean Mason, Learning for Aging, Adult Education Association of the USA and ERIC Clearinghouse on Adult Education, Washington, D.C., 1974.

A compilation of articles covering a variety of different aspects of education for aging. Among the topics discussed are the role of education in an aging society and informal approaches in education for aging.

Huber, Robert, Gundar Myran, and Sean Sweeney, Community College Services for Senior Citizens, Michigan State University, Lansing, Michigan, November, 1971.

A brief but thorough report highlighting ways in which the community college can assist elders directly in their individual self-development and indirectly through developing skills for those serving elders. This report provides many interesting program examples and a helpful Appendix of factual information on pertinent legislation and funding references.

Korim, Andrew S., Older Americans and Community Colleges: A Guide for Program Implementation, American Association of Community and Junior Colleges, Washington, D.C., 1974.

A comprehensive review of the current "state of the art" of community college programs serving elders and a guide for the development and expansion of such programs. This booklet details strategies for implementing programs to train personnel to work with elders, for providing a wide range of developmental programs and supportive services for elders, and for developing and mobilizing community resources to address elders' needs. Illustrations are woven into the chapters citing the diversification of community colleges into new operational modes addressing community priorities associated with aging.

Atchley, Robert C., The Social Forces in Later Life: An Introduction to Social Gerontology, Wadsworth Publishing Company, Belmont, California, 1972.

Provides a brief background on biological and psychological "facts of life" concerning physical aging, followed by a detailed discussion of the interplay between various social and social-psychological forces and the aging individual.

Blau, Zena Smith, Old Age in a Changing Society, New Viewpoints, New York, 1973.

A look at aging and retirement from a perspective of role and identity change. The author discusses the creation of new roles through which elders can remain useful, integral members of the society.

de Beauvoir, Simone, The Coming of Age, Warner Paperback Library, New York, 1973.

A thorough discussion of aging today. Develops an historical perspective of aging and covers all facets of the problem including biological, psychological, and sociological aspects. Recommended as a basic for an understanding of aging.

Donahue, Wilma, H. L. Orbach and O. Pollack, "Retirement: The Emerging Social Pattern," in Clark Tibbitts, Handbook of Social Gerontology, Societal Aspects of Aging, University of Chicago Press, Chicago, 1960.

A review of the literature on retirement looked at with regard to historical developments, present policies and attitudes, and individual expectations and adjustments.

Entine, Alan, "Second Careers: Experience and Expectations," in Harold L. Sheppard and Neal Q. Herrick, Where Have All the Robots Gone?, Free Press, New York, 1972.

Describes a New Career Program at Columbia University which trains older workers for educational and social work. Contains recommendations for operating such a program.

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Hunter, Woodrow W., Preparation for Retirement, Institute of Gerontology, University of Michigan-Wayne State University, Ann Arbor, 1973.

Guidelines and resources for setting up a group method pre-retirement program.

Jacobs, H. Lee, W. Dean Mason, and Earl Kauffman, Education for Aging: A Review of Recent Literature, Adult Education Association, Washington, D.C., 1970.

Reviews the current literature on education for elders, including the topics of learning abilities of elders, opportunities and program needs, job retraining, pre-retirement programs, and informal education programs.

Kauffman, Earl, Continuing Education for Older Adults: A Demonstration in Method and Content, University of Kentucky, Lexington, Kentucky, 1967.

Presents results of a leadership training project conducted by the Council on Aging at the University of Kentucky. The project involved development of community-based education programs for elders at the community college level. A description of the process of program development is included.

Knowles, Malcolm S., Higher Adult Education in the United States, American Council on Education, Washington, D.C., 1969.

Reviews the historical development of adult education programs and discusses current issues facing educational institutions in this area. General guidelines for program development are also included.

Korim, Andrew S. and Dorothy O. Waugaman. Older Americans and Community Colleges: Selected Papers, American Association of Community and Junior Colleges, Washington, D.C., December 1974.

A collection of short papers by persons in five community colleges across the country who have developed programs for elders. Papers describe the programs and emphasize the necessity for interlocking the resources of community colleges with other resources within the community to improve programs for elders.

Kreps, Juanita M., "Career Options after Fifty: Suggested Research," Industrial Gerontology, Autumn 1971.

Discusses options for retirement such as early retirement, gradual work reduction, and second careers. Suggests research on work and leisure preferences of the older worker and on what employers can do to identify and overcome barriers to work choices.

Londoner, Carroll A., "Survival Needs of the Aged: Implications for Program Planning," Aging and Human Development, Vol. 2, No. 2., May 1971, pp. 113-117

Stresses the need for instrumental educational activities rather than expressive educational activities to provide employable skills for later years.

Neugarten, Bernice L., "Age Groups in the American Society and the Rise of the Young-Old" in the Annals of the American Academy of Political and Social Science, Philadelphia, 1974.

An article projecting the idea that elders are emerging as two groups, the young-old and the old-old. The author predicts that the young-old will become increasingly more active in the society in the future.

Neugarten, Bernice L., Middle Age and Aging, University of Chicago Press, Chicago, 1968.

A comprehensive text emphasizing the social and psychological factors affecting the process of aging in contemporary America.

Smith, Bert Kruger, Aging in America, Beacon Press, Boston, 1973.

A review of various aspects of aging, its problems and current programs. Contains suggestions for future changes, and suggestions on how people can prepare for old age.

Stetson, Damon, Starting Over, MacMillan and Co., New York, 1971.

Describes individual cases of mid-career change with a discussion of the trend towards second careers, including institutional and individual factors relating to career change in the middle and later years.

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Appendix D.

Listing of Colleges Surveyed

COMMUNITY COLLEGES WITH PROGRAMS

Alabama

Southern Union State Junior College
Wadley

Arizona

Arizona Western College
Yuma

Arkansas

Phillips County Community College
Helena

California

Barstow Community College District
Barstow

City College of San Francisco
San Francisco

College of the Desert
Palm Desert

Contra Costa College
San Pablo

Hartnell Community College
Salinas

Marin County Community College District
College of Marin
Kentfield

Modesto Junior College
Modesto

California (continued)

Moorpark College
Moorpark

San Jose City College
San Jose

Santa Monica College
Santa Monica

Colorado

Mesa College
Grand Junction

Florida

Brevard Community College
Cocoa

Daytona Beach Community College
Daytona Beach

Indian River Community College
Fort Pierce

Lake City Community College
Lake City

Manatee Junior College
Bradenton

Seminole Junior College
Sanford

Georgia

Clayton Junior College
Murrow

Macon Junior College
Macon

Idaho

College of Southern Idaho
Twin Falls

Illinois

Black Hawk College
Moline

Kankakee Community College
Kankakee

Lincoln Trail College
Robinson

Mayfair College
Chicago

Rock Valley College
Rockford

Wabash Valley College
Mt. Carmel

Waubonsee Community
College
Sugar Grove

Iowa

Des Moines
Ankeny Campus
Ankeny

Des Moines Area Community
College
Boone Campus
Boone

Hawkeye Institute of
Technology
Waterloo

Indian Hills Community
College
Ottumwa Campus
Ottumwa

Centerville Campus
Centerville

Iowa (continued)

Iowa Central Community College
Fort Dodge

Iowa Lakes Community College
Estherville

Kirkwood Community College
Cedar Rapids

Scott Community College
Davenport

Kansas

Dodge City Community College
Dodge City

Kentucky

Jefferson Community College
Louisville

Louisiana

Delgado Junior College
New Orleans

Maine

Northern Maine Vocational
Technical Institute
Presque Isle

Maryland

Community College of Baltimore
Baltimore

Hagerstown Junior College
Hagerstown

Massachusetts

North Shore Community College
Beverly

Greenfield Community College
Greenfield

Michigan

Alpena Community College
Alpena

Charles Stewart Mott
Community College
Flint

Henry Ford Community
College
Dearborn

Jackson Community College
Jackson

Lansing Community College
Lansing

Northwestern Michigan
College
Traverse City

Schoolcraft College
Livonia

Minnesota

Anoka Ramsey Community
College
Coon Rapids

Austin Community College
Austin

North Hennepin Community
College
Minneapolis

Rainy River Community
College
International Falls

Missouri

Metropolitan Junior College
District
Moberly Area Junior College
Moberly

Montana

Flathead Valley College
Kalispell

Nebraska

McCook Community College
McCook

Mid-Plains Technical Community
College
North Platte

Nebraska Western Community College
Scottsbluff

North Platte Community College
North Platte

Northeast Nebraska Technical
Community College
Norfolk

Southeast Technical Community
College
Lincoln Campus
Lincoln

Nevada

University of Nevada Community
College System
Northern Nevada Community College
Elko

New Jersey

Bergen Community College
Paramus

Cumberland County College
Vineland

Gloucester County College
Sewell

New Jersey (continued)

Ocean County College
Edison

Salem Community College
Penns Grove

New York

Jefferson Community College
Watertown

New York City Community College
Brooklyn

Niagara County Community College
Sanborn

Queensborough Community College
Bayside

Tompkins-Courtland Community College
Dryden

North Carolina

Davidson County Community College
Lexington

Piedmont Technical Institute
Roxboro

North Dakota

Bismarck Junior College
Bismarck

Ohio

Lakeland Community College
Mentor

Ohio (continued)

Ohio University
Belmont County Campus
St. Clairsville

Oklahoma

Carl Albert Junior College
Altus

Oscar Rose Junior College
Midwest City

South Oklahoma City Junior College
Oklahoma City

Oregon

Central Oregon Community College
Bend

Clackamas Community College
Oregon City

Pennsylvania

Bucks County Community College
Newtown

Community College of Allegheny County
Boyce Campus
Monroeville

Community College of Allegheny County
College Center-North
Pittsburgh

South Carolina

Tri-County Technical College
Pendleton

Tennessee

Motlow State Community College
Tullahoma

Texas

[illegible]oke County Junior College
Gainesville

Dallas County Community College
College District
Dallas

Vermont

Community College of Vermont
Montpelier

Virginia

Thomas Nelson Community College
Hampton

Washington

Fort Stellacom Community College
Taxoma

West Virginia

West Virginia Northern Campus
Wheeling Campus
Wheeling

Wisconsin

Southwest Wisconsin Technical
Institute
Fennimore

COMMUNITY COLLEGES WITHOUT PROGRAMS

Arizona

Pima Community College
Tucson

Arkansas

Arkansas State University
Beebe Branch
Beebe

California

Cerro Coso Community College
Ridgecrest

Florida

Florida Keys Community College
Key West

St. Johns Rivers Junior College
Palatka

Hawaii

Hawaii Community College
Hilo

Indiana

Vincennes University
Vincennes

Iowa

Southeastern Community College
North Campus
North Burlington

Kansas

Barton County Community Junior College
Great Bend

Fort Scott Community Junior College
Fort Scott

Maine

Southern Maine Vocational Technical Institute
South Portland

University of Maine at Augusta
Augusta

University of Maine at Bangor
Bangor

Massachusetts

Berkshire Community College
Pittsfield

Cape Cod Community College
West Barnstable

Quincy Junior College
Quincy

Quinsigamond Community College
Worcester

Michigan

Kalamazoo Valley Community College
Kalamazoo

Minnesota

Brainerd Community College
Brainerd

Lakewood Community College
White Bear Lake

Rochester Community College
Rochester

University of Minnesota Technical College
Waseca Campus
Waseca

Willmar Community College
Willmar

Mississippi

East Central Junior College
Decatur

Itawamba Junior College
Fulton

Missouri

Jefferson College
Hillsboro

Montana

Miles Community College
Miles City

New Hampshire

New Hampshire Vocational
Technical College
Berlin Campus
Berlin

New Jersey

Somerset County College
Somerville

New Mexico

New Mexico State University
Carlsbad Campus
Carlsbad

New York

Community College of the
Finger Lakes
Canandaigua

North Dakota

North Dakota State University
Bottineau Branch
Bottineau

Ohio

Scioto Technical College
Portsmouth Campus--Ohio
University
Portsmouth

Terra Technical College
Fremont

University College
Cincinnati

University of Toledo
Community and Technical College
Toledo

Oklahoma

Connors State College
Warner

Eastern Oklahoma State College
Wilburton

Northeastern Oklahoma A & M
College
Miami

Oklahoma State University
Technical Institute
Oklahoma City

Pennsylvania

Lehigh County Community College
Schnecksville

Rhode Island

Rhode Island Junior College
Warwick

South Carolina

University of South Carolina
Lancaster Regional Campus
Lancaster

South Dakota

Black Hills State College-
Junior College
Spearfish

Tennessee

Nashville State Technical
Institute
Nashville

Texas

Bee County College
Beeville

Galveston Junior College
Galveston

Utah

Dixie College
St. George

Virginia

Richard Bland College of
William and Mary
Petersburg

West Virginia

West Virginia University
Potomac State College
Keyser

GPO 888-054

11a

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ATTACHMENT B

Sample Cover Letter and Questionnaire

MASSACHUSETTS ASSOCIATION OF OLDER AMERICANS, INC.

110 ARLINGTON STREET • BOSTON, MASSACHUSETTS 02116 • Telephone 426-1867

August 29, 1974

Dear Dean:

The Massachusetts Association of Older Americans, Inc., a non-profit statewide group organized to promote the social welfare of elders through services and education, is currently preparing a program planning guide on educational services to elders. The planning guide will assist interested community colleges in starting and implementing programs and courses for older people. This work is being supported by the National Institute of Education which will also undertake the publication and national distribution of the final product. In order to develop the best possible guide we need your help.

Many community colleges have begun to develop special programs for elders; others have offered special incentives and made particular efforts to reach elders in the community. Many other colleges are interested in reaching this population but have not yet had the opportunity to do so. We want to find out where programs for elders exist and do not exist, what types of programs are most successful, and most importantly, what problems and obstacles are faced by educators in program development and implementation. In order to obtain the necessary information, we are surveying a small number of community colleges nationwide. The resulting survey data will be instrumental in the preparation of the program planning guide. Your community college has been chosen for inclusion in this sample.

We plan to conduct the survey by telephone interviews. However, in order to save time at both ends, we are enclosing a copy of the interview schedule we plan to use when we call. We realize that this is a very hectic time of year for you and there are many pressing demands on your time. As you will see, the interview is brief; the maximum time of this telephone interview will be one half hour. Also, you will note that we are interested in talking with both those colleges that have and those that do not have special programs for elders.

After looking through these questions, you may feel that you are not the person in your college best suited to provide the answers. If this is the case, please fill out and return the enclosed card listing the name, title, and telephone number of the proper person. We shall then directly contact the person named on the returned card.

If the program planning guide is to be of value, it must reflect an understanding of the actual experiences and views of community college educators and administrators. This information we can get only from you. All information will be kept confidential and no mention of any specific college or program will be made without permission. Upon publication, we will send you a complimentary copy of the program planning guide.

Although the information essential for our survey can be obtained from your responses to the enclosed questionnaire, it would be most helpful for us to have any course catalogues, brochures, pamphlets, or other materials pertinent to your college's programming for elders. We would appreciate your sending such materials to us as soon as possible. This additional information will provide a clearer picture of program breadth and content.

Thank you in advance for your cooperation. We look forward to talking with you in the next several weeks.

Sincerely,

PROJECT STAFF

Lillian L. Glickman

Lillian L. Glickman

I. Ira Goldenberg

I. Ira Goldenberg, Ph D

Benjamin S. Hersey

Benjamin S. Hersey

QUESTIONNAIRE

(NOTE: Do not return this questionnaire. Questionnaire is for your use in telephone interview only).

Part I of this interview is aimed at finding out some factual information about your college and elderly participation in programs or courses.

Part II is aimed at understanding programming, orientation, procedures, and decisions as viewed by educators and administrators in the community college setting.

Part I - Please answer each question by checking or filling in where appropriate.

1. Would you say that your college primarily serves an urban or rural population?

   urban _____ rural _____

2. Do older people, that is people over 65, participate in any of the programs provided by your college?

   Yes _____ No _____

3. Following are several questions covering the nature of these older participants. We do not intend for you to engage in extensive computations or to spend time in perusing your records. If any exact percentage (or number) is not readily available, please give your best estimate.

What percentage of these older participants would you say

a. Are men _____%

b. Are women _____%

c. Have completed college _____%

d. Have not completed high school _____%

e. Are receiving most of their income from Social Security payments or pension funds _____%

f. Are there any other special characteristics of elderly participants you feel noteworthy? Yes _____ No _____

If yes what?

4. Does your college make any special provisions for the inclusion of older people in its program(s)?

Yes _____ No _____

(If no, go to question 10 and stop there. You need not complete Part II but will be asked several brief questions on future plans, etc. in the phone interview).

5. (If yes) please describe those provisions

a. special classes Yes ___ No ___ a.

b. special programs Yes ___ No ___ b.

c. reduced tuition Yes ___ No ___ c.

d. free tuition Yes ___ No ___ d.

e. scholarships Yes ___ No ___ e.

f. other Yes ___ No ___ f.

Describe

If c, d, e, (f) - go to question 10

6. (If a and/or b)

   What percent of older people attending all your programs attend those especially designed for the elderly? (Estimate please - if exact figures are not available).

   _____%

7. What percent of the total budget was allocated for these special programs? (Estimate please - if exact figures are not available).

   _____%

8. How long have you been providing special programs for older people?

   _____ years

9. What were the major factors leading to initiation and development of programs for elders?

10. What do you see as the greatest obstacles in developing and providing programs for elders?

PART II

1. Older people, -- that is people 60 and over --- are becoming interested in taking part in educational programs. Educational programs for the elderly, no differently than those for any other group of students, must be based on some assumptions and/or facts concerning the abilities, potentials, and problems of the participants. Listed below are 5 scales relating to the particular status of the elderly in various areas of functioning. Please indicate (with an X placed anywhere on each scale) the overall assessment of your college or program of elderly people as compared to other adults.

Physical Capacity

Weak and feeble							Strong and vital
1	2	3	4	5	6	7	

Intellectual Potential

Limited and set							Unlimited and open
1	2	3	4	5	6	7	

Emotional Stability

Deteriorating							Integrated
1	2	3	4	5	6	7	

Behavioral Orientation

Passive _____ Active

1 2 3 4 5 6 7

Social Awareness

Self-encapsulated and Unresponsive _____ Concerned and Responsive

1 2 3 4 5 6 7

2. Educational programs for elderly people can assume very different forms, have very different orientations and direct themselves to a host of different kinds of programs that are responsive to the needs and interests of the elderly. Please read each overall program description carefully and then rank them in terms of your current programmatic thrust.

1 = the kind of program or program orientation that <u>most</u> characterizes your present offerings

5 = the kind of program or program orientation that <u>least</u> characterizes your present offerings

_____ Enrichment - This category covers those programs and courses whose major goal is the intellectual and cultural development of the individual. This may range from basic or remedial education to courses on literature, anthropology, astronomy, or any of the traditional arts and sciences curricula. This category also covers cultural, social, and recreational activities geared to providing more interesting use of leisure time. This could involve arts and crafts courses, film series, or trips to local sites of interest.

_____ Retirement planning - This covers programs or courses designed to help elders face and understand the social, psychological, and physical problems of retirement. These may involve help in coping with finances or health and insurance benefits or in dealing with the emotional impact and crises often resulting from retirement.

_____ Second careers - This category covers training for either voluntary or paid employment. This could include training elders for new careers in needed human service positions or to fill special needs of local industry.

_____ Advocacy - This category covers programs and courses designed to train elders to work with other elders to improve current conditions and to change the image of older people. This would include training elders to push for beneficial legislation or to work at organizing and informing other elderly.

_____ Services - This category covers the provision of direct social services to elders by the college. This would include such activities as development of a senior citizen center at the college, provision of information and referral services to elders in the community, or provision of hot lunches or meals on wheels to elders.

3. Many (if not most) of the crucial variables that affect the overall nature of educational programs for the elderly are often times not under the direct control of those most directly involved in program development and implementation. Questions of money, material resources and the allocation of personnel are examples of such key variables. There are, however, many areas in which each program can define for itself the objectives it wishes to achieve and the means by which it believes these objectives can best be met. Listed below are several such areas. They include recruitment, access, process, and follow-up. Please answer each question by sharing with us (in only a sentence or two) the manner in which you approach each problem area.

Recruitment

a. How do you make elderly people aware of your programs?

b. What specific techniques, if any, do you use to recruit elders as students?

Access

c. Are any of your continuing education programs held at other than on-campus sites?

Yes _____

No _____

If so, where? _____

d. Are any provisions made for transportation of older students?

Yes _____ No _____

e. Are continuing education programs held

During the day only _____

In the evening only _____

Both _____

f. Are most classes having elders as participants held

On ground level _____

Above ground level _____

g. Do your buildings housing classes with elderly participants have elevators or ramps?

Yes _____ No _____

Process

h. Are elderly participants involved in developing and planning programs?

Yes _____ No _____

Is so, how?

i. Do participants have the opportunity to evaluate courses and programs?

Yes _____ No _____

Is so, how?

j. Following is a listing of learning methods and styles of teaching. Please mark the three methods most frequently used in your program with elderly participants by placing a 1 after them. Please mark the three methods least used in elderly programs by placing a 2 after them.

Regular academic courses _____

Short courses, classes _____

Seminars and discussion groups _____

Lecture series _____

Role playing and simulation exercises _____

Conferences, workshops _____

Field trips _____

Cable and/or commercial TV _____

Film series _____

Other (Specify) _____

k. Do any of your programs having elders as participants have affiliations or connections with other community organizations or institutions?

Yes _____ No _____

If so, please describe briefly.

Follow-up

1. Are any of your courses desgined to prepare elders for some specific role in the community following program completion?

   Yes _____ No _____

   If so, please describe briefly.

m. Do your programs having elders as participants concern themselves with the participants' problems and needs other than their educational problems? (i.e. housing, income, etc.)

   Yes _____ No _____

   If so, how?

n. Do you have elders participating in retraining or skill development programs?

   Yes _____ No _____

   If so, do you provide any assistance in job location following program completion?

   Yes _____ No _____

   Describe

4. The following is a purely hypothetical question -- but one which we think is important, especially in terms of giving you the opportunity to express your own visions, hopes, and goals.

   Let us assume that you were given $50,000 of "new money" --- money specifically earmarked for the development and implementation of educational programs for the elderly. Now, giving free rein to your ideas, what would you do with the money?; and how would you go about doing it?

5. Clearly, as indicated both in our previous communications with you and in the cover-letter accompanying this questionnaire, our questionnaire is fairly short and general in nature. This was purposeful, for we know how hectic these early months of the school year are and how limited and taxed your time is. However, if there is any additional information or ideas about your program that you might want to share with us, or any suggestions you might have that might be helpful to others initiating educational programs for the elderly, we would appreciate your commenting on this briefly now.

Thank you for your cooperation.

ATTACHMENT C

Explanation of Survey Methodology

Explanation of Survey Methodology

This survey elicits from appropriate personnel in 150 community colleges, information and perceptions concerning the following issues:

1. The current state of educational programs for the elderly at the community college level

2. The nature and developmental process surrounding such existing or contemplated programs for the elderly

3. The perceived obstacles to, and possibilities for, the development of viable and responsive educational programs for the elderly.

The Development of a Questionnaire - For purposes of gathering the data deemed appropriate to the issues and needs to which this planning guide is directed, a specific questionnaire was developed for administration to a weighted and stratified random sample of community colleges throughout the country. This questionnaire was constructed in such a manner as to elicit information concerning at least three specific areas from which data deemed important to the project's contractual objectives could be amassed. These three areas or dimensions could be summarized as follows:

Table 1. Dimensions and Data

Dimension	Data Sought
I. Basic factual and historical information.	1. Size and nature of population served. 2. Quantity and quality of resources. 3. Overall educational-community orientation.
II. Nature of existing or potential programs for the elderly.	1. Type and kind of physical facilities. 2. Educational developmental process. 3. Specific focus of programming.
III. Institutional analysis of the future.	1. Obstacles to program development. 2. Possibilities of program development.

Sampling Techniques - Given the nature and history of the use of questionnaires as a primary source of descriptive data[1], problems of sampling require the development of sampling procedures that significantly increase the probabilities of adequate sample size and representative sample selections.

With respect to the size of the sample, it was determined that a total N of 150 cases would prove to be more than adequate for a stable universe of 933 public community colleges. Statistically, a sample size of 16% is considered to be an appropriate sample base for the approximation of a known universe. In addition, however, sampling size was directly influenced by the desire to maximize the number of cases in which programs for the elderly were known to exist as opposed to those in which such programs were known to be absent. Thus, twice as many samples of "colleges-with-programs" were included in the final sample as "colleges-without-programs."

Table 2: Sample Size and Universe Approximation

Universe:	933
Sample Sizes:	
Colleges with Programs	100
Colleges without Programs	50
Sample Universe:	150
Sample % of Universe:	16.07

With respect to the problems of sample representativeness, criteria were developed to insure sample selection on the basis of the differential distribution of the elderly by 1. absolute numbers, 2. comparative percentage, 3. geographic distribution, and 4. population density (urban vs. rural). Thus, for example, the following 10 states were identified (and ranked) as having the greatest numbers of people over 65 years of age. (Criterion 1)

---

[1]W. J. Dixon and F. J. Massey Jr., Introduction to Statistical Analysis., New York: McGraw-Hill Co., 1951, and

S. Siegel, Nonparametric Statistics for the Behavioral Sciences., New York: McGraw-Hill Co., 1965.

	State	Absolute Number
1.	New York	1,982,000
2.	California	1,888,000
3.	Pennsylvania	1,307,000
4.	Florida	1,127,000
5.	Illinois	1,115,000
6.	Texas	1,059,000
7.	Ohio	1,025,000
8.	Michigan	777,000
9.	New Jersey	722,000
10.	Massachusetts	645,000

With respect to comparative percentages, however, the following states and rankings were determined. (Criterion 2).

	State	Relative Percentage
1.	Florida	15.5
2.	Arkansas	12.7
3.	Iowa	12.3
4.	Nebraska	12.3
5.	South Dakota	12.2
6.	Kansas	12.1
7.	Missouri	12.1
8.	Oklahoma	11.9
9.	Minnesota	11.6
10.	Maine	11.5

As can be seen, only the state of Florida emerged in both stratifications. Consequently, by generalizing this selection process to include the criteria concerning geographic distribution (Criterion 3) and population density (Criterion 4), it became possible to develop a "scale of representativeness" that, when coupled with, and weighted by, the actual number of community colleges in each state, guaranteed both overall national inclusion and selective regional or criterion appearance.

Questionnaire Administration and Data Collection - The questionnaires, after initial development and pretesting, were administered through direct mailings and follow-up telephone contacts. The questionnaires were sent out to all the community colleges designated to be surveyed. Two weeks later, a follow-up telephone contact was established with each. These follow-up contacts were then employed to gather the necessary data through telephone interviews using the questionnaire itself as the basis for response.

In addition to the above, specific case histories were developed in order to provide a more detailed description and analysis of the problems and issues involved in educational program development for the elderly. These case histories, compiled after on-site visits, are included in Chapter 3 of this planning guide. The community colleges or settings selected for case study analysis were:

1. North Hennepin Community College
   Brooklyn Park, Minnesota

2. Emeritus College
   College of Marin
   Kentfield, California

Table 3. Initial Sampling Units by State

State	# Sampled	State	# Sampled
Alabama	2	Montana	2
Alaska	2	Nebraska	11
Arizona	2	Nevada	2
Arkansas	6	New Hampshire	2
California	11	New Jersey	11
Colorado	2	New Mexico	2
Connecticut	2	New York	11
Delaware	2	North Carolina	2
Florida	11	North Dakota	2
Georgia	2	Ohio	11
Hawaii	2	Oklahoma	11
Idaho	2	Oregon	2
Illinois	11	Pennsylvania	11
Indiana	2	Rhode Island	1
Iowa	11	South Carolina	2
Kansas	11	South Dakota	2
Kentucky	2	Tennessee	2
Louisiana	2	Texas	11
Maine	5	Utah	2
Maryland	2	Vermont	2
Massachusetts	11	Virginia	2
Michigan	11	Washington	2
Minnesota	11	West Virginia	2
Mississippi	2	Wisconsin	2
Missouri	11	Wyoming	2

Table 4. Number of Public Community Colleges

By State

State	Number	State	Number
ALABAMA	18	MONTANA	3
ALASKA	8	NEBRASKA	12
ARIZONA	13	NEVADA	4
ARKANSAS	6	NEW HAMPSHIRE	7
CALIFORNIA	98	NEW JERSEY	15
COLORADO	16	NEW MEXICO	12
CONNECTICUT	16	NEW YORK	45
DELAWARE	3	NORTH CAROLINA	57
DISTRICT OF COLUMBIA	1	NORTH DAKOTA	5
FLORIDA	28	OHIO	41
GEORGIA	15	OKLAHOMA	15
HAWAII	7	OREGON	14
IDAHO	2	PENNSYLVANIA	34
ILLINOIS	48	RHODE ISLAND	1
INDIANA	2	SOUTH CAROLINA	25
IOWA	22	SOUTH DAKOTA	2
KANSAS	21	TENNESSEE	12
KENTUCKY	14	TEXAS	56
LOUISIANA	6	UTAH	5
MAINE	5	VERMONT	2
MARYLAND	17	VIRGINIA	24
MASSACHUSETTS	18	WASHINGTON	27
MICHIGAN	32	WEST VIRGINIA	6
MINNESOTA	20	WISCONSIN	28
MISSISSIPPI	18	WYOMING	7
MISSOURI	14	AMERICAN SAMOA	1
		CANAL ZONE	1
		PUERTO RICO	4

ATTACHMENT D

Advisory Panel

Advisory Panel

1. Margaret Austin -- Elder and staff librarian for the Massachusetts Association of Older Americans.

2. Dr. Bruce Bauer -- Director of Community Services, North Hennepin Community College, Brooklyn Park, Minnesota

3. Robert Charney -- Instructor, Boston State College

4. Wendell Coltin -- Columnist for the Boston Herald American specializing in elder affairs.

5. Frayda Cooper -- Editor, Ginn and Company

6. Alfred Fernandez -- Dean of Instruction, Ventura College, Ventura, California

7. Helen Kaplan -- Boston Television commentator and host of program on elders

8. Andrew Korim -- Program Specialist, American Association of Community and Junior Colleges and author of Older Americans and Community Colleges: An Overview

9. Joseph Levin -- Elder and columnist for the Boston Globe specializing in elder affairs.

10. Charles Moore -- Elder and former President of the Cambridge, Massachusetts Council on Aging.

11. Rev. Virgil Murdock -- Director, Massachusetts Benevolent Fraternity of Unitarian Churches

12. Ester Rea -- Elder and President of the Watertown, Massachusetts Council on Aging.

13. Ruth Robinson -- Nurse and speical consultant on health problems of elders.

14. Donald A. Thompson -- Elder and President of the Massachusetts Association of Older Americans, Inc.

15. Frederick Viaux -- Associate Dean for Program Development, Middlesex Community College, Bedford, Massachusetts.

ATTACHMENT E

Sample Materials provided to Conference participants

You are invited to
a working conference
"Education for a New Age:
Planning for Elders
in community colleges."
on April 10 & 11 '75
in the
Towne of Boston
Mass.
R.S.V.P.
registration $25.00

The Commonwealth of Massachusetts
Middlesex Community College
Springs Road Bedford, Massachusetts 01730

Tel. 617/275-8910

Division of Continuing Education

February 12, 1975

Dear Colleague:

We would like you to attend a two-day working Conference, "Education for a New Age: Planning for Elders in Community Colleges", to be held April 10 and 11, 1975, in Boston, Massachusetts. This Conference is being sponsored by Middlesex Community College with support from the Massachusetts Association of Older Americans, the Massachusetts Board of Regional Community Colleges, and the National Institute of Education. The purpose of this Conference is to bring together a limited group of approximately fifty community college administrators in the Northeast region and experts in aging and education to discuss in depth specific solutions to common problems encountered in educational program development for elders.

This Conference, then, will provide the opportunity to pool ideas and information, and to discuss experiences in program development with other administrators having programs for elders in various stages of development, or interested in developing such programs. You can also avail yourself of the expertise of the resource people and the topical printed information that will be available.

The cost of the Conference will be $25. This includes registration, materials, and a luncheon on April 10. In planning this Conference, the basic consideration has been to keep costs down and allow individual options on meals and accommodations. The Conference will be held in Boston at the Holiday Inn in Government Center. Room reservation cards are enclosed, and should be returned directly, and as soon as possible to the hotel. A block of rooms has been reserved under the name of Middlesex Community College, and a notation of this has been made on your room reservation card. Rates for a single room are $26.60 per night, and for a double, $31.35.

Reservations for the Conference itself should be sent directly to Middlesex Community College. (See registration form on next page.)

In order to achieve wide representation while maintaining close interaction, we are limiting the conference to fifty people, and a maximum of two persons from each college. If you are

interested in attending, please send in your registration cards as soon as possible.

Enclosed are a tentative agenda for the Conference and a room reservation card. In order to assist in obtaining a better perspective on current programming for elders in the Northeast region, we are also enclosing a brief questionnaire which we would appreciate your completing. The information will be used in the development of a guidebook for Conference participants.

We look forward to meeting with you at the Conference.

Sincerely,

John H. Kendrick

Dr. John H. Kendrick,
Dean of
Continuing Education

JHK:c
Enclosures

RETURN TO:

ELDERS PROGRAM,
Dean John H. Kendrick
Division of Continuing Education
Middlesex Community College
Springs Road
Bedford, Massachusetts 01730

☐ I (We) will be attending the "Education for a New Age: Planning for Elders in Community Colleges" Conference on April 10 and 11, 1975, in Boston, Massachusetts--(Holiday Inn, Government Center).
Enclosed please find $_____ for _____registrations.

Name _____
Title _____
College _____
Address _____
_____

Name _____
Title _____
College _____
Address _____
_____

☐ I (We) will not be attending, but am enclosing a completed information sheet to be added to the Conference Source Book.

MIDDLESEX COMMUNITY COLLEGE Springs Road Bedford, Massachusetts 01730 Tel. (617) 275-8910

DIVISION OF CONTINUING EDUCATION / COMMUNITY SERVICES

"EDUCATION FOR A NEW AGE: PLANNING FOR ELDERS IN COMMUNITY COLLEGES"

CONFERENCE BACKGROUND

This Conference grew out of a nationwide survey of community college programs for elders undertaken by Ben Hersey and Lillian Glickman for the Massachusetts Association of Older Americans. This survey was the basis for the preparation of a program planning guide for educational services to elders through community colleges which is soon to be published by the National Institute of Education. The survey found growing interest and enthusiasm on the part of community colleges in reaching the older adult population. Most administrators expressed particular interest in information on programming for elders in other colleges, and many felt that while there was a wealth of background information available on the topics of aging and education, there was very little material which dealt with the practical dynamics encountered in planning and administering programs. Consequently, Middlesex Community College engaged this survey team to develop a Conference to fill that gap.

The core of the Conference will be problem-solving workshops designed to confront practical issues colleges face in educational program development for elders. Each workshop will consist of approximately fifteen community college administrators from both urban and rural areas who have developed successful "model" programs, representatives from the Office of Education and the Administration on Aging, and other experts in aging and education. Through sharing experiences and knowledge, practical solutions to problems can be reached.

PROFILE OF CONFERENCE PLANNERS

Mr. Benjamin Hersey, MSW, has over ten years' experience in direct work with elders and organizations of elders. Following his graduation from Boston University School of Social Work where he studied the problems of aging, he worked to form grass roots advocate organizations of elders in the Boston area. As director of the Boston Center for Older Americans, he worked with elder leaders to form the first state-wide advocate organization for elders in the nation, the Massachusetts Association for Older Americans. As both a board and staff member of that organization, he assisted in its efforts for both legislative and educational programs for elders.

During the past year, Mr. Hersey has been working on developing a program planning guide for community college administrators for developing programs for elders as well as working with businesses, unions, government, educational, and private agencies toward the development of pre-retirement programs.

Lillian Glickman, MSW, has had over six years' experience working in the fields of aging, advocacy, and citizen participation. A graduate of Radcliffe College and the Florence Heller School of Social Planning and Administration, she served as Coordinator for the Massachusetts Special Planning Commission on Elderly Affairs, and the 1971 White House Conference on Aging, and was responsible for coordinating Massachusetts' role in that national conference. As Executive Director of the Massachusetts Governor's Commission on Citizen Participation, she studied the coordination of the voluntary action programs in the Commonwealth, and the development of state-supported volunteer programs. In recent years, she worked for the Massachusetts Association of Older Americans developing and implementing programs to train older adults as advocates and information agents. Currently she is completing a program planning guide on educational services to elders through community colleges for the National Institute of Education. This guide is based on a nationwide survey of community college administrators and existing programs for elders.

MIDDLESEX COMMUNITY COLLEGE Springs Road Bedford, Massachusetts 01730 Tel. (617) 275-8910

DIVISION OF CONTINUING EDUCATION / COMMUNITY SERVICES

"EDUCATION FOR A NEW AGE:
PLANNING FOR ELDERS IN COMMUNITY COLLEGES"

A WORKING CONFERENCE
April 10 and 11, 1975
Holiday Inn, Government Center
Boston, Massachusetts

AGENDA

Thursday, April 10

8:30 - 9:30 A.M. Registration
Printed materials available
Coffee and Danish served

9:30 - 10:00 A.M. General Meeting
Moderator: Frederic B. Viaux,
Associate Dean for Program
Development, Middlesex Community
College

Welcoming Talks:
Dr. William G. Dwyer, President,
Massachusetts Board of Regional
Community Colleges

Dr. James E. Houlihan, Jr., President
Middlesex Community College

Donald A. Thompson, President
Massachusetts Association of Older
Americans

10:00 - 11:00 A.M. Panel Presentation of Issues in Developing Community College Programs for Elders:

A. From Gerontological perspective
B. From Community College perspective
(with consideration given to the
current state of the art.)

Panelists:

Dr. Bruce Bauer, Director of Community
Services, North Hennepin Community
College, Minnesota

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Panelists (continued):

Lillian L. Glickman, DART, Inc.

Benjamin S. Hersey, DART, Inc.

Dr. John H. Kendrick, Dean of Continuing Education, Middlesex Community College

11:00 - 12:30 P.M. Problem Solving Workshops

Each workshop will confront the practical issues of programming for elders through consideration of the following areas:

1. Needs assessment
2. Outreach and recruitment
3. Choosing program content
4. Assuring program effectiveness
5. Maximizing resources and cutting costs
6. Initial funding and developing a sound financial base.

Resource People:

Dr. Bruce Bauer, Director of Community Services, North Hennepin Community College, Minneapolis, Minnesota

George V. Bennett, Director of Adult and Continuing Education, Hawkeye Institute of Technology, Waterloo, Iowa

Doreen D. Heller, Director of Services for the Aging, Community College of Allegheny County, Center North, Pittsburgh, Pennsylvania

William Palmer, Director of Continuing Education, Indian River Community College, Fort Pierce, Florida

Andrew S. Korim, AACJC, and author: Older Americans and Community Colleges: A Guide to Program Implementation

12:30 - 2:00 P.M. Luncheon

Speaker: Franklin Ollivierre,
Regional Program Director, Region I,
Administration on Aging

2:00 - 4:00 P.M. Continue in Problem Solving Workshops

5:00 P.M. Dutch treat cocktails

Dinner on your own
(List of restaurants available
at conference.)

8:00 P.M. Optional Bicentennial Slide Show

Hospitality Suite open for individual
conferences, small meetings, and
socializing.

Friday, April 11

9:00 - 12:00 Noon Continue in workshops
Coffee and Danish served

12:00 - 1:30 P.M. Lunch on own

1:30 - 4:00 P.M. General Meeting

Moderator: Benjamin S. Hersey,
DART, Inc.

Report on Workshops

Where do we go from here? ------
Individual and group options for
meeting present needs and anticipating
future ones.

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MIDDLESEX COMMUNITY COLLEGE Springs Road Bedford, Massachusetts 01730 Tel. (617) 275-8910

DIVISION OF CONTINUING EDUCATION / COMMUNITY SERVICES

COMMUNITY COLLEGE PROGRAM FOR ELDERS

INFORMATION SHEET

NAME OF COLLEGE: _____

LOCATION: _____

_____

NAME OF RESPONDENT: _____

TITLE: _____

NATURE OF AREA SERVED:

URBAN[ ] RURAL[ ] SUBURBAN[ ] MIXED[ ]

If your college has specially-designed programs or classes for elders, please answer the questions below, and on the other side of this sheet; if you have no such programs, please answer the questions on the other side.

What kind of programs for elders do you have? _____

_____

_____

At what cost to participants? _____

_____

Are classes intergenerational? _____

_____

What special provisions do you make for elders? i.e., transportation, off-campus sites, special recruitment efforts, etc. Please describe.

_____

_____

_____

What knowledge and information do you feel would be helpful to share with others starting and developing programs for elders? _____

_____

_____

_____

_____

_____

_____

What would you like others who have developed successful programs for elders to share with you concerning the following and other areas:

1. Needs assessment
2. Outreach and recruitment
3. Program content
4. Maximizing resources
5. Funding

MIDDLESEX COMMUNITY COLLEGE Springs Road Bedford, Massachusetts 01730 Tel. (617) 275-8910

DIVISION OF CONTINUING EDUCATION / COMMUNITY SERVICES

"EDUCATION FOR A NEW AGE:
PLANNING FOR ELDERS IN COMMUNITY COLLEGES"

A WORKING CONFERENCE
April 10 and 11, 1975
Holiday Inn--Government Center
Boston, Massachusetts

AGENDA

Thursday, April 10

8:30 - 9:30 A.M. Registration
Printed materials available
Coffee and Danish served

9:30 - 11:30 A.M. General Meeting

Welcome and Introductions

Dr. John H. Kendrick
Dean of Continuing Education
Middlesex Community College

Dr. James E. Houlihan, Jr.
President
Middlesex Community College

Dr. William G. Dwyer
President
Massachusetts Board of Regional Community Colleges

Mr. Donald A. Thompson
President
Massachusetts Association of Older Americans, Inc.

Ms. Rose Claffey
Secretary of Elder Affairs

Mr. Paul Parks
Secretary of Educational Affairs

Overview

Lillian L. Glickman, DART, Inc.
Benjamin S. Hersey, DART, Inc.

Presentations of Current Programs

Moderator: Frederic B. Viaux
Associate Dean for Program Development
Middlesex Community College

Speakers

Dr. Bruce Bauer, Director of Community Services, North Hennepin Community College, Minneapolis, Minnesota

George V. Bennett, Director of Adult and Continuing Education, Hawkeye Institute of Technology, Waterloo, Iowa

Doreen D. Heller, Director of Services for the Aging, Community College of Allegheny County-Center North, Pittsburgh, Pennsylvania

William Palmer, Director of Continuing Education, Indian River Community College, Fort Pierce, Florida

11:30 - 12:30 P.M.

Problem-Solving Workshops

Each workshop will confront the practical issues of programming for elders through consideration of the following areas:

1. Needs assessment
2. Outreach and recruitment
3. Choosing program content
4. Assuring program effectiveness
5. Maximizing resources and cutting costs
6. Initial funding and developing a sound financial base.

Resource People:

Bruce Bauer
George Bennett
Doreen Heller
William Palmer
and
Andrew S. Korim, AACJC, and
Author: Older Americans and Community Colleges: A Guide to Program Implementation

12:30 - 2:00 P.M. — Luncheon

Speaker: Franklin Ollivierre,
Regional Program Director, Region I
Administration on Aging

2:00 - 4:00 P.M. — Continue in Problem-Solving Workshops

5:00 P.M. — Dutch treat cocktails

Dinner on your own.
(List of restaurants available
at conference.)

Hospitality Suite open for individual conferences, small meetings, and socializing.

Friday, April 11

9:00 - Noon — Continue in Workshops

Coffee and Danish served

Noon - 1:30 P.M. — Lunch on own

1:30 - 4:00 P.M. — General Meeting

Moderator: Benjamin S. Hersey, DART, Inc.

Reports from Workshops

Dialogue with resource panel

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A special word of gratitude is due
Ms. Mary Rank and the members of the
"Task Force on Gerontology" (a volunteer
action team at Middlesex Community College)
for their generous efforts in serving as
hostesses at this Conference.

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PROBLEM-SOLVING WORKSHOPS

Following on Page 1 are brief descriptions of three community colleges and the communities they serve. These include an urban, a suburban, and a rural campus. On Pages 2 and 3 are four different situations which call for a college administrator to develop a specific planning process for serving elders under the Department of Continuing Education or Community Services. The initiative and demand in each of these four situations comes from a different source, i.e., the President of the College, the Dean of Continuing Education, a group of elders, and an outside Service Agency. They represent, then, a constellation of situations which might result in pressures for program development for elders.

Each workshop will first choose an area or campus description from Page 1, and select one of the four situations from Page 2 or 3. Using these as background, the workshop members will be asked to develop, with the aid of the workshop leaders and resource people, a planning process for program development.

Once this process has been developed, other situations and other campus descriptions should be matched to determine how the process of program development would differ for these different situations.

In outlining a process for program development, the following are some of the major issues to be considered:

1. Needs Assessment
2. Outreach and Recruitment
3. Selecting Program Content
4. Maximizing Resources
5. Funding.

Area A - is a rural area with about a 17% elderly population. There are several small towns with light industry and one larger town having a large company which supports most of the town. The remainder of the area consists largely of small farms. The community college is located in an isolated airport. The college serves a county area with a radius of 35 miles,having a potential target population of 150,000 people. A community group is now petitioning to get a cable TV station for the area.

Area B - is a suburban area about twenty minutes ouside of a large city. About 10% of the population is elderly. The campus is a large modern building. The only public transportation is an hourly bus leaving from the center of the nearest town. The total number of people in the college's service area is 150,000.

Area C - is a large urban area. The campus is located in a converted hotel next to a major bus terminal. About 15% of the 150,000 people in the service area are elders.

(1)

The college president was recently elected to the board of the area Agency on Aging. Through attending these meetings, he has taken on a great interest in developing programs for elders at the college. He also sees this as a new clientele for the college as the traditional younger student population diminishes. He has called in the dean of continuing education and asked him to develop a plan to initiate programs for elders. In this state, continuing education programs are not funded by the state, and there is presently no available funding for such program development.

(2)

You are the dean of continuing education at a community college. You have just returned from a conference of education and elders, and, as a result, are interested in developing programs for elders on the campus. No interest has been expressed in such programs by the college administration. Continuing education courses can be provided free of charge in your state.

(3)

Webster Community College currently provides elders with free admittance to continuing education courses on a space-available basis. Just recently, however, the college president was invited to speak at a meeting with a local elderly advocacy group. At that meeting, the head of the advocacy group gave a strong speech charging that the educational policies of the college were too narrow, and that elders were not interested in being included as "second-class citizens" in programs developed for younger people. The president is interested in responding to these concerns, and asked the dean of continuing education to develop program plans.

(4)

A group of agencies that provide social services to older people has met with the dean of continuing education to express concern that present college programs are only recreational in nature, and do not meet the variety of elders' needs. They then suggest a joint effort between the agencies and the college to develop these programs. None of these agencies have education funds, but they claim that together they have a complete picture of the problems and needs of the community's elders, and can provide both professional expertise and some community facilities to the college. They request that the dean and the agencies develop a program plan based on a joint effort.

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DIVISION OF CONTINUING EDUCATION / COMMUNITY SERVICES

"EDUCATION FOR A NEW AGE:
PLANNING FOR ELDERS IN COMMUNITY COLLEGES"

ROTATION SCHEDULE OF

RESOURCE PEOPLE

Bruce Bauer	A	B	C	D	E
Doreen Heller	B	C	D	E	A
George Bennett	C	D	E	A	B
William Palmer	D	E	A	B	C
Andrew Korim	E	A	B	C	D

GROUP A

LEADER: ETHEL CASE
Director of Community Service
Greenfield Community College
1 College Drive
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1. Mrs. Helen Goolishian
Associate Director of Continuing Education and Community Services, Cape Cod Community College, West Barnstable, MA

2. Don Hooper, Coordinator of Instruction
Community College of Vermont
Montpelier, Vt.

3. Mrs. Ann P. Marvin, Assistant Professor
Chesapeake College, Wye Mills, Md.

4. Dwight Milne, Dean
North Country Community College
Saranac Lake, N. Y.

5. William Taglianetti, Chairman of Division of Allied Health, Northern Essex Community College, Haverhill, MA

6. Kenneth Witt, Director of Special Programs, Genesee Community College, Batavia, N. Y.

7. Robert Woolery, Dean of Community Services, State Fair Community College, Sedalia, Mo.

8. Connie Pistone, Project Director
Executive Office of Education, Boston, MA

9. Robert Finlay, Coordinator of Pre-College Advising, Corning Community College, Corning, N. Y.

10. Terry Mauzy, Frederick Community College
Frederick, Md.

11. Wayne Pevey, Associate Dean of Instruction
Suffolk County Community College, Selden, N. Y.

12. Mrs. Anita Voorhees, Middlesex County College, Edison, N. J.

GROUP B

LEADER: BARBARA WEBBER
Assistant Director of Continuing Education
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1. John D. Erb, Professor, Cape Cod Community College, West Barnstable, MA
2. Margaret S. Henderson, Vice President, Salem Community College, Penns Grove, N. J.
3. Beverly A. Hounsell, Director, Retirement Programs, Manchester Community College, Manchester, Conn.
4. Hugo Malamphy, Director of Community Service, Allegany Community College, Cumberland, Md.
5. Jerry Sears, Acting Director of Community Services, Greenfield Community College, Greenfield, MA
6. John B. Trebbe, Dean, School of Education, Triton College, Rivergrove, Ill.
7. Herbert C. Donaghey, President, Salem Community College, Penns Grove, N. J.
8. Robert Gallo, Director of Continuing Education, Auburn Community College, Auburn, N. Y.
9. Iris W. Gold, Coordinator, Programming for Elderly, Cuyahoga Community College East, Warrensville Twp., Ohio
10. Mary Lou Kiley, Dean of Students, Westbrook College, Portland, Maine
11. Kathleen Kurtz, Assistant Dean of Community Services, Mesquite, Texas
12. Mary O'Donnell, Assistant to Director of Continuing Education, Berkshire Community College, Pittsfield, MA

GROUP C

LEADER: PAUL WILLENBROCK
Assistant Dean
North Shore Community College
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Beverly, MA 01915

1. Samuel L. Albert, Dean of Continuing Education, Quinsigamond Community College, Worcester, MA

2. William G. Huber, Assistant Director, County College of Morris, Dover, N. J.

3. Shirley Joly, Coordinator of Elder Educational Projects, Holyoke Community College, Holyoke, MA

4. Gail Patrick, Counselor for Retirement, Manchester Community College, Manchester, Conn.

5. John Peroni, Dean of Continuing Education, Northern Essex Community College, Haverhill, MA

6. Gwendolyn Sanders, Dean, Delaware Technical and Community College, Wilmington, Del.

7. Louise Sherman, Director, Late Start, Northampton County Area Community College, Bethelehem, Pa.

8. Maurice Strausbaugh, Director, Continuing Education, Virginia Western Community College, Roanoke, Va.

9. Sister Anne Francis Cavanaugh, Mercyhurst College, Erie, Pa.

10. Leonard Lockley, Assistant to Dean of Academic Affairs, Springfield Technical Community College, Springfield, MA

11. Winniefred L. Schumacher, Coordinator of Educational Resources for the Senior Adult, Central Virginia Community College, Lynchburg, Va.

12. Debbie McFarland, Roxbury Community College, Roxbury, MA

GROUP D

LEADERS: DR. MARGARET ARNOLD
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3. Robert Charney, Instructor,"Learning Partnership Program", Boston State College, Boston, MA
4. Gail Coughlan, Dean of Instruction, Delaware Technical and Community College, Wilmington, Del.
5. Barbara Drysdale, Counselor, Monroe Community College, Rochester, N. Y.
6. Fannie Eisenstein, Associated Dean, New York City Community College, Brooklyn, N. Y.
7. Dr. Ralph Johnson, Director of Project for Elders, Miami-Dade Community College, Miami, Fla.
8. William Kraft, Dean, Open College, Bunker Hill Community College, Charlestown, MA
9. John Patterson, Assistant to Director of Continuing Education, Massachusetts Bay Community College, Watertown, MA
10. Richard Segan, Assistant Project Director, Bronx Community College Boro-wide Program for Older Adults, Bronx, N. Y.
11. Mary Pandaleon, Queensborough Community College, Bayside, N. Y.
12. Roberta Kevelson, Coordinator Women's Center, Bristol Community College, Fall River, MA

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2. John Haluch, Special Project-Research Assistant, Syracuse University, Syracuse, N. Y.
3. Janice Neri, Office Manager, Boston College, Chestnut Hill, MA
4. Frances Olrich, Boston University School of Social Work, Boston, MA
5. Sandra Timmerman, Associate Dean, Institute of Lifetime Learning, Washington D. C.
6. Jane Zorzy MCC TASK FORCE ON GERONTOLOGY
7. Priscilla Payne " "
8. Esther Shapiro " "
9. Barbara Sherman " "
10. Georgianna Dickson " "
11. Barbara Rubin " "
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DIVISION OF CONTINUING EDUCATION / COMMUNITY SERVICES

"EDUCATION FOR A NEW AGE:
PLANNING FOR ELDERS IN COMMUNITY COLLEGES"

April 10 and 11, 1975

BACKGROUND INFORMATION ON CONFERENCE PLANNERS AND RESOURCE PEOPLE

Dr. John H. Kendrick
Frederic B. Viaux
Benjamin S. Hersey
Lillian L. Glickman
Andrew S. Korim
Dr. Bruce M. Bauer
George V. Bennett
Doreen D. Heller
William B. Palmer

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PROFILE OF CONFERENCE PLANNERS

DR. JOHN H. KENDRICK is Dean of Continuing Education at Middlesex Community College, Bedford, Massachusetts. Since its opening in 1970, Middlesex Community College has developed its programs for adults to include ten suburban campuses, serving 6,000 different individuals annually. Its programs for Social Work Associates and its Women's Opportunity Research Center have received national recognition. Dr. Kendrick is especially active in organizing consortia between Middlesex Community College and private, as well as public, higher education. Boston University, for instance, is collaborating on a project to prepare doctoral students for future community college careers. Antioch and Harvard are working with Middlesex to locate promising associate degree candidates for direct acceptance into their Masters in Education programs. Framingham State and Boston State College co-sponsor courses with Middlesex for graduate credit. Dr. Kendrick is presently a consultant to the Fund For the Improvement of Post-Secondary Education (H.E.W.), a former advisory member to the Massachusetts Advisory Council on Education (M.A.C.E.) research project on Continuing Education (The Nolfi Study), and a former member of the Governor's Task Force on Mental Health. He was most recently elected to the Board of Trustees of both the Boston YMCA Counseling Center, and the Newton-Wellesley Multi-Service Center. He has written numerous articles on the entrepreneurial dynamics of administering self-supporting programs in continuing education. For ten years he served as a pastor to congregations consisting mainly of persons over sixty years of age.

***

MR. FREDERIC B. VIAUX is Associate Dean for Program Development at Middlesex Community College. He has been the person most responsible for getting Middlesex involved in programs with the elderly. He served on the action team with the Boston University Social Gerontology Project, stimulating community colleges in Massachusetts to put the elderly on their planning agendas. He has initiated numerous courses for and about the elderly, and is considered a leader in this field by his peers.

MR. BENJAMIN S. HERSEY, MSW, has over ten years' experience in direct work with elders and organizations of elders. Following his graduation from Boston University School of Social Work where he studied the problems of aging, he worked to form grass roots advocate organizations of elders in the Boston area. As director of the Boston Center for Older Americans, he worked with elder leaders to form the first state-wide advocate organizations for elders in the nation, the Massachusetts Association for Older Americans. As both a board and staff member of that organization, he assisted in its efforts for both legislative and educational programs for elders. During the past year, Mr. Hersey has been working on developing a program-planning guide for community college administrators for developing programs for elders, as well as working with businesses, unions, government, educational, and private agencies toward the development of pre-retirement programs.

***

LILLIAN L. GLICKMAN, MSW, has had over six years' experience working in the fields of aging, advocacy, and citizen participation. A graduate of Radcliffe College and the Florence Heller School of Social Planning and Administration at Brandeis University, she served as Coordinator for the Massachusetts Special Planning Commission on Elderly Affairs, and the 1971 White House Conference on Aging, and was responsible for coordinating Massachusetts' role in that national conference. As Executive Director of the Massachusetts Governor's Commission on Citizen Participation, she studied the coordination of the voluntary action programs in the Commonwealth, and the development of state-supported volunteer programs. In recent years, she worked for the Massachusetts Association of Older Americans developing and implementing programs to train older adults as advocates and information agents. Currently she is completing a program-planning guide on educational services to elders through community colleges for the National Institute of Education. This guide is based on a nationwide survey of community college administrators and existing programs for elders.

***

PROFILE OF CONFERENCE RESOURCE PEOPLE

ANDREW S. KORIM has served as a specialist in occupational education for the American Association of Community and Junior Colleges since 1969. He recently developed a series of publications, Older Americans and Community Colleges, including An Overview, A Guide to Program Implementation, and Selected Papers. Among other projects he has worked on for AACJC are the education of correction officers, as well as education for careers in government and in the transportation field. Mr. Korim previously served as Dean of Occupational Education, City Colleges of Chicago. He has a Master's degree in Economics from the University of Michigan.

***

DR. BRUCE M. BAUER has been Director of Community Services at North Hennepin Community College, Brooklyn Park, Minnesota, since 1969. During this time he has been the initiator and director of an innovative "Seniors on Campus Program" which involved over 2,000 elders in the college programs. He was also responsible for obtaining federal funding and support for this program. While working towards his doctorate in Educational Administration from the University of Minnesota, Dr. Bauer researched the dynamics of educational program development for elders. He has had articles featured in several professional journals on the community college's role in responding to elders. Dr. Bauer is a member of the Minnesota Governor's Advisory Council on Community Education, a Vice President of the Minnesota Association for Community Services and Continuing Education, and a Resource Consultant for the Minnesota State Department of Education. He has also served as a member of the Technical Review Panel of the Higher Education Coordinating Commission of Minnesota for Title I funding under the Higher Education Act of 1965.

***

GEORGE V. BENNETT has served as Director of Adult and Continuing Education at Hawkeye Institute of Technology, Waterloo, Iowa, since 1966. He has been responsible for the implementation and supervision of "The Senior Adults' Awareness and Involvement Program" which has served over 15,000 senior adults over sixty through approximately 500 separate activities. Prior to his present position, Mr. Bennett served as State Supervisor of Area Vocational-Technical Schools for the State of Kansas. In all, Mr. Bennett has had fourteen years' experience in administration and supervision of adult and vocational education, as well as prior teaching and industrial experience, and he has both graduate and undergraduate degrees in industrial education. He is a Past President of the Iowa Association for Public Adult and

Continuing Education, Past President of the State Coordinating Committee for Continuing Education, and a member of the Board of Directors of the National Association for Public Continuing and Adult Education.

***

DOREEN D. HELLER has served as Assistant Director of Community Services and Coordinator of the Aging Project at the Community College of Allegheny County, Pittsburgh, Pennsylvania, since 1973. During this period, she has had primary responsibility for researching and developing a variety of innovative educational programs for elders. She also serves as an educational consultant for the local Council on Aging, and for the Pennsylvania Governor's Council on Aging. Past positions in education and administration include Director of the Office of Financial Aid, Oberlin College, Student Counselor at Broome Community College, Binghamton, New York, and Associate Director of Alumni Activities at the University of Pittsburgh. Ms. Heller received a graduate degree from the University of Pittsburgh with a major in Speech and Theatre Arts. She has also served as a member of the New York Governor's Commission for Women.

***

WILLIAM B. PALMER is presently Community Service Coordinator for Indian River Community College, Fort Pierce, Florida. In this position, Mr. Palmer has been responsible for the development and administration of a wide variety of programs for elders in four counties, and has involved elders not only as students and participants, but also as instructors and administrators. Mr. Palmer's past experience includes service as an Adult Education instructor, as Director of a Migrant Farm Work Project, and as a Vocational Rehabilitation Counselor. He has a Master's Degree in Administration and Supervision of Adult Education, and is a member of the Florida Adult Education Association, the Florida Association of Community Colleges, and the National Education Association.

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MIDDLESEX COMMUNITY COLLEGE
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April 10 - 11, 1975

"EDUCATION FOR A NEW AGE:
PLANNING FOR ELDERS IN COMMUNITY COLLEGES"

Following are lists of those responding to the Questionnaire Sheet sent to the prospective conference participants listing the programs at their colleges. Other participants wishing to be included in the final listing for distribution, please obtain a Questionnaire (blue) at the Registration Desk, and fill it out.

COLLEGE AND CONTACT PERSON	FREE	FREE SPACE AVAILABLE	TRANSPORTATION	OFF CAMPUS	ELDERS ONLY	INTERAGENCY NATIONAL	SPECIAL RECRUITMENT		RURAL URBAN SUB. MIXED	ATTENDING CONFERENCE	SPECIAL PROGRAM
Berkshire C. C. West Street Pittsfield, MA Mary O'Donnell	60+	x	x			x			M	YES	Hikes or shows once a week - - - - Shuttle buses
Boston State College 625 Huntington Ave. Boston, MA Robert Charney			x			x			J	YES	Learning Partnership Program
Bristol C. C. [illegible] Durfee Street Fall River, MA Roberta Kevelson			x			x	x		M	YES	Subsidized Tuition News Analysis Widow and Widower Exchange Workshops
Bronx C. C. Bronx, N. Y. Richard Segan	x			x	x	x			M	YES	Recreational Cultural and Mental Health Services
Paul D. Camp C. C. Box 737 Franklin, Va. Romine C. Hundley	x			x					M		Seminars and Workshops
Cape Cod C. C. W. Barnstable, MA Helen W. Goolishian	Some			17%		x	x		M	YES	Seminars, Lecture Series Creative Retirement

COLLEGE and CONTACT PERSON	FREE	FREE SPACE AVAILABLE	TRANSPORTATION	OFF CAMPUS	ELDERS ONLY	INTERAGENCY AGENCY SPECIAL RECRUITMENT		ROOM & BOARD	SUB. NAMED ATTENDING CONFERENCE	SPECIAL PROGRAM
Central Va. C. C. P. O. Box 4098 Lynchburg, VA Winniefred Schumacher			x	x	x	x	x	M	YES	Seminar on "Your Human Potential"
Chesapeake C. C. Rye Mills, Md. Mrs. Marvin	x			x		some	most	R	YES	"The Rewards of Maturity"
Corning C. C. Corning, N. Y. Robert Finlay	x			some		x		M	YES	
Lakeland C. C. Mentor, Ohio Ruth Densmore		60+				x	x	M		
Cuyahoga C. C. 2[illegible] Harvard Rd. Warrensville Twp., Ohio Iris W. Gold				x		x	x	S	YES	One-Day Seminars
Eastfield College 3737 Motley Dr. Mesquite, Tx. Kathleen M. Kurtz	x		some	90%				S	YES	Sunday Fitness Center Transportation supplied by YWCA
Genesee C. C. Batavia, N. Y. Kenneth Witt		credit				x	x	R	YES	
Quinsigamond C. C. 670 W. Boylston St. Worcester, MA Maude Arnold	some			x		x	x	U	YES	Pre-retirement Workshop Religion and the [illegible] Aged
Manchester C. C. Manchester, Conn. Beverly Hounsell	over 62			x		x		M	YES	Geriatrics Certificate Program

COLLEGE AND CONTACT PERSON	FREE	FREE SPACE AVAILABLE	TRANSPORTATION	OFF CAMPUS	ELDERS ONLY	INTERGENCY NATIONAL	SPECIAL RECRUITMENT	RURAL URBAN SUB. MIXED	ATTENDING CONFERENCE	SPECIAL PROGRAM
Massasoit C. C. Brockton, MA L. Richard Scherza	60+				x			M	YES	
Mercyhurst College Erie, Pa. Anne Francis Cavanaugh				x	x	x		U	YES	Elders also teach
Monroe C. C. 1000 E. Henrietta Rd. Rochester, N. Y. Barbara Drysdale	x					x		M	YES	Arts and crafts
Mountain Empire C. C. Big Store Gap, Va. Kurt Gottschalle		x	Free Bus			x	x	very R		
New Hampshire Voc. Tech. College Milan Rd. Berlin, N. H. Kenneth I. Coombs		x				x		M		
N. Y. City C. C. 300 Jay St. Brooklyn, N. Y. Fannie Eisenstein	some			80 sites	x	x		U	YES	Institute of Study for Older Adults
North Country C. C. Saranac Lake, N. Y. Dwight Milne	x		x		x			R	YES	Health Screening Clinics
Northampton City Area C. C. 3835 Green Pond Rd. Bethlehem, Pa. Louise G. Sherman	over 60				x	x		M	YES	"Late Start"
North Shore C. C. 3 Essex Street Beverly, MA Paul K. Willenbrock		17		x	some	some		M	YES	Pre-retirement Planning Advisory comm. active

COLLEGE AND CONTACT PERSON	FREE	FREE SPACE AVAILABLE	TRANSPORTATION	OFF CAMPUS	ELDERS ONLY	INTERGENERATIONAL	SPECIAL RECRUITMENT	INCOME	URBAN/RURAL SUB.	MIXED ATTENDING CONFERENCE	SPECIAL PROGRAM
Richard Bland College Rt. 1, Box 77A Petersburg, Va. Russell Whitaker, Jr.	x					x			M		
State Univ. Agr. & Tech. College Delhi, N. Y. Phyllis Berkowitz	Audit		some			x			R		Special programs 2 days a year on campus. Churches provide some transportation.
Triton C. C. 2000 Fifth Ave. Rivergrove, Ill. John Trebbe	x					x			S	YES	Retired Citizens Club
Virgina Western C. C. P. O. Box 4195 Colonial Ave., S.W. Roanoke, Va. Maurice Straustaugh	x			x		some			U		
Westbrook Jr. College Portland, Me. Mary Lou Kiley	x								M	YES	Institute to train workers with elders.
Middlesex County College Edison, N. J. Anita Voorhees					Most				S	YES	Mini-courses Comprehensive Community Program

ATTACHMENT F

Final Project Budget

U.S. GOVERNMENT PRINTING OFFICE: 1973 730-517

Department of Health, Education, and Welfare

Grant No. NIE-G-74-0060

DATES OF THIS REPORTING PERIOD
FROM 8/1/74 TO 4/15/75
PROJECT PERIOD
FROM 6/20/74 TO 4/15/75

☐ CHECK IF FINAL REPORT

NAME AND ADDRESS OF GRANTEE INSTITUTION

Massachusetts Association of Older Americans, Inc.
110 Arlington Street
Boston, Mass. 02116

TRANSACTION NO

INSTITUTIONAL ID NO.
NIE-G-74-0060

1. Expenditures of DHEW Funds for this Report Period

a. Personnel	$ 19,242	h. Alterations and renovations	-0-
b. Consultant services	7,500	i. Other	7,072
c. Equipment	-0-	Middlesex Comm. College	3,271
d. Supplies	309	j. Total direct costs	39,257
e. Travel, domestic	1,863	k. Indirect costs: Rate ____ % ☐ S&W ☐ TDC	
f. Travel, foreign	-0-	Base $ ____	-0-
g. Patient care costs	-0-	l. TOTAL	$ 39,257

2. Expenditures from Prior Periods (previously reported)	-0-
3. Cumulative Expenditures	39,257
4. Total Amount Awarded - Cumulatively	41,373
5. Unexpended Balance (Item 4 less Item 3)	2,116
6. Unliquidated Obligations	2.116 *
7. Unobligated Balance (Item 5 less Item 6)	-0-
8.a. Cost Sharing Information - Grantee Contribution This Period	-0-
b. % of Total Project Costs (Item 8a divided by total of Items 1 and 8a)	% -0-
9.a. Interest/Income (enclose check)	-0-
b. Other Refundable Income (enclose check)	-0-

10. Remarks

* Notification of Grant Award signed by Mr- Raymond F. Wormwood on January 15, 1975 extended program period to April 15 to include a two conference for Community College Administrations, elderly community leaders, etc. Contracted to Middlesex Community College

I hereby certify that this report is true and correct to the best of my knowledge, and that all expenditures reported herein have been made in accordance with appropriate grant policies and for the purposes set forth in the application and award documents.

Donald A. Thompson
SIGNATURE OF INSTITUTION OFFICER

April 23, 1975
DATE

HEW-488 (REV. 9/67)

REPORT OF RESEARCH GRANT EXPENDITURES

BUDGET BUREAU NO. 122-R0119

ATTACHMENT G

Letters of Interest and Support

NORTH HENNEPIN
STATE JUNIOR COLLEGE
7411 85th Avenue North
Minneapolis, Minnesota 55445
425-4541

January 17, 1975

Lillian L. Glickman
Benjamin S. Hersey
Massachusetts Association for Older Americans, Inc.
110 Arlington Street
Boston, Massachusetts 02116

Dear Lillian and Ben:

I have finally finished reading the rough draft of your report "Plan Guide for Educational Services to the Elderly" and I must say that I am quite impressed with what I feel is a very perceptive yet practical guide for people involved in the community college "business".

Since I have not received the final draft, I must reserve complete accolades until you finish such chapters as "Program: A vision of the Future", and I would be most interested in seeing what the case studies look like. But if both those chapters, along with the complete appendix reflect the thought and style of the other chapters (which I am sure they will), then I would say to "hustle" and get this manual published because I feel it's necessary and most timely.

Please keep me informed of any new developments and I will look forward to reading the final draft.

Sincerely,

Bruce

Bruce M. Bauer
Director of Community Services

BB.bn

VENTURA COLLEGE

4667 TELEGRAPH ROAD, VENTURA, CALIFORNIA 93003 (805) 642-3211

March 4, 1975

Mr. Benjamin S. Hersey
c/o Massachusetts Association for Older Americans, Inc.
110 Arlington Street
Boston, MA 02116

Dear Ben:

I want to congratulate you and your colleagues on your "Program Planning Guide for Educational Services to the Elderly." I feel that your publication gives a comprehensive treatment of the problems of older people in education, some plans for organization, and suggestions for action including program effectiveness and financial implications. The case studies have been especially valuable. I am sure that educational institutions will benefit greatly from your guide.

As you know, I have implemented the Emeritus College concept at Santa Monica and Ventura Colleges respectively. The Santa Monica Program is going great, and we recently got the Ventura College Program off the ground. Getting programs such as these requires a lot of preliminary groundwork and detailed knowledge about successful programs (and their histories) at other educational institutions is a must in the implementation of any such programs.

I understand that your organization is sponsoring a workshop on Education for the Elderly in Boston in April of this year. I would be most willing to participate in your workshop if travel funds can be made available. My college is willing to provide my other expenses.

In any case, hope all is going well.

Hello to Lillian

Very truly yours,

Al

Alfred P. Fernandez
Dean of Instruction

ck

BUCKS COUNTY COMMUNITY COLLEGE
NEWTOWN, PENNSYLVANIA 18940

March 3, 1975

Massachusetts Association of
Older Americans, Inc.
110 Arlington Street
Boston, MA 02116

Gentlemen:

Our college is very much interested in bettering the programs we offer to the elders in our community. We would also like to see what other community colleges offer to the people in their areas. Therefore, I would appreciate it if you could send me two copies of the survey you compiled on January 15th on special programs for elders.

Thank you very much for your cooperation.

Very truly yours,

David J. Johnson

David J. Johnson
Assistant Dean for Evening Programs

DJJ:ck

State Fair Community College
Sedalia, Missouri 65301 Phone (816) 826-7100

ROBERT H. WOOLERY
DEAN OF COMMUNITY SERVICES

February 3, 1975

Ms. Lillian L. Glickman
Massachusetts Association of
Older Americans, Inc.
110 Arlington Street
Boston, MA 02116

Dear Ms. Glickman:

Last August we received notice that you were developing a planning guide on educational services to elders.

It is time for us to concentrate on these services, and we can use all the help we can get. Would you send a copy of the planning guide when it becomes available. If you need to charge us for this copy, please advise so I can send you a purchase order.

Sincerely,

Robert H. Woolery

Robert H. Woolery
Dean of Community Services

RHW:lia

cc Dr. Marvin Fielding

FROM THE DESK OF

HELEN KAPLAN

January 2nd 1975

Dear Lillian,

As I told Ben during a phone conversation, I'm very much impressed with the Program Planning Guide, and I wish you success.

Please keep me advised of your progress — and I'll be delighted to be of any help I can.

Sincerely,

Helen

UNIVERSITY OF MAINE *at Farmington*

86 Main Street
Farmington, Maine 04938
207-778-3501

October 18, 1974

Dr. Lillian Glickman
Massachusetts Association
of Older Americans
110 Arlington Street
Boston, Massachusetts 02116

Dear Dr. Glickman:

I have read in the September 2, 1974 issue of Adult and Continuing Education Today that you will prepare a program planning guide for community colleges interested in developing new programs for the elderly.

Your guide would be most helpful to me as I search for methods to include the elderly in this area in Public Services programs offered by this College.

Will you please advise me when this guide will be available and how I may obtain a copy of it? Thank you.

Sincerely,

David S. Fearon
Dean of Public Services

DSF/eb

The Commonwealth of Massachusetts
North Shore Community College
Beverly, Massachusetts 01915

TELEPHONE:
927-4850

April 14, 1975

Mr. John Kendricks
Associate Dean of Continuing Education
Middlesex Community College
Springs Road
Bedford MA 01730

Dear John:

For your information I thoroughly enjoyed the Conference that you, Ben and Lillian developed on Planning Programs for the Elderly.

I believe it was structured so that those individuals who had come to pick up practical information were afforded the opportunity to do so. The Conference was well thought out and very well directed.

I picked up a number of very valuable ideas which I hope to expand within the coming month.

Congratulations on a job well done.

Sincerely,

Paul

Paul K. Willenbrock
Assistant Dean of
Continuing Education
and Community Services

PKW:lr

APR 15 1975

ATTACHMENT H

Statement made by Paul Parks, Massachusetts Secretary of Education, at the Dissemination Conference

Statement made by Paul Parks, Secretary of Education to the Middlesex Community College Planning for Elders, March 10, 1975

ELDER EDUCATION IN MASSACHUSETTS

Today one in every ten Americans is over 65 years of age, by the year 2000 one out of every nine will be over 65 years of age. The implications of this increasingly older population are considerable. Currently, many people 65 years of age or over have had eight years of formal schooling. In the next twenty five years, elders will all share a higher level of formal education, with high school diploma and some post-secondary education becoming the norm. The educational needs of such a population have to be considered and planned for now.

The Commonwealth of Massachusetts recognizes its responsibility to its elder citizens and has become increasingly committed to providing educational opportunities for elders through programs directly for elders and for those working with elders. In the past two years the Commonwealth has more than doubled its financial and programmatic commitment to elders. In 1974 The Executive Office of Educational Affairs and the Community College Board collaborated with the Boston University Gerontology Center to deliver "training for trainers" at five different community colleges. At present, The Executive Office of Educational Affairs and the Office of Elder Affairs are working in a joint effort with community colleges throughout the state to deliver educational services to elders and those working with elders. Ten community colleges are involved in this project funded through Title IV-A of the Older Americans Act. One thousand persons are receiving tuition free courses from this grant.

Along with these direct educational services, Massachusetts is also conducting a survey of the educational needs of elders. The results of this study will be published early in June, 1975 along with two resource handbooks of educational opportunities that exist in the state for elders, one handbook for service agencies for elders, and one handbook for elder consumers.

For the future, I and Secretary of Elder Affairs, Rose Claffey, have formed a planning group to develop a statewide elder education plan. The objectives of this group will be to meet the educational needs of elders throughout the state through a long-range plan based on state commitment to elder education, the solicitation of federal funding, private funding, and the collaborative efforts of those post-secondary institutions interested in providing elder education services. Some of the immediate possibilities that could emerge from this planning group are:

- A renewal of the current IV-A grant for the community colleges.
- A formulation of a plan that would involve elders in sharing in the state scholarship fund; applying for Basic Opportunity Grants from the federal government; increasing the awareness of elder veterans to their benefits of free tuition at state educational institutions.
- Sponsorship of regional collaborative efforts of community colleges by the Executive Office of Educational Affairs.
- The creation of a tuition-free, space-available formula for elders interested in taking courses at the community and state colleges.
- A public education program for elders informing them of existing educational opportunities throughout the state.

Words of Frederick Douglass: "It is important to make the best of both worlds, (here and the hereafter), but make the best of this world first, because it comes first--and he who does not improve himself by the motives and opportunities afforded by this world gives the best evidence that he would not improve in any other world."

ATTACHMENT I

Publicity

Boston Herald American
4/21/75

MEDICARE MAILBOX

Community Colleges Have An Obligation To Serve Elderly

SOCIAL SECURITY

By WENDELL COLTIN

Community colleges have an obligation to provide educational opportunities for older persons and in Massachusetts, "there is leadership in this direction," we were told recently by Andrew Korim of the American Ass'n. of Community and Junior Colleges, Washington, D.C.

Korim came to Boston for a conference sponsored by Middlesex Community College, arranged principally by Mrs. Lillian Glickman and Ben Hersey, who have spent considerable time looking into the programs community colleges have been offering the elderly throughout the country; and considering the potentialities for greater service.

Indeed, State Education Secretary Paul Parks, one of the speakers, pointed out the educational needs of a growing population of elders must be considered and planned for now; and he disclosed he and Elder Affairs Secretary Rose Claffey have formed a planning group to develop a statewide education plan.

Some of the "immediate possibilities that could emerge" from the planning group, he said, could have elders sharing State scholarship funds; and increasing awareness of elder veterans to their benefit rights in State educational institutions; creation of a tuition-free, space-available formula for elders interested in taking courses at community and State colleges; and a public education program for elders, informing them of existing educational opportunitites throughout the State.

JACK LEFF'S FRIENDS, including those who have been associated with him in programs as an advocate for the elderly and others familiar with his work as the first Massachusetts Secretary of Elder Affairs, were pleased to learn of his remaining in Massachusetts after leaving State service. He did have opportunities to take his knowledge, experience—and his family—to other States; but did not want to leave here. He has become associated with the newly-created Brandeis-Boston University Gerontology Consortium, which formally links the resources of the Brandeis University program in Economics and Politics of Aging with the B.U. Gerontology Center for the purpose of developing long-term training programs leading to a graduate degree and short-term training programs for persons currently working for public and private agencies. It will also prove ideal technical assistance to public and private agencies in all aspects of program development and management.

The Consortium will host a symposium entitled, "Government; A Positive View" on Apr. 30, May 1 and 2 at the B.U. Gerontology Center, 635 Commonwealth Ave., Speakers will include Judge Albert Kramer of Quincy District Court; State Rep. David J. Mofenson, chairman of the Committee on Human Services and Elderly Affairs and former Gov. Francis W. Sargent; HEW Regional Director Robert Fulton and U.S. Rep. Michael Harrington.

((Your questions are welcome. Address Medicare Mailbox, Herald American, 300 Harrison Ave., Boston, Mass. 02106).

HERALD-AMERICAN (M)
BOSTON, MASS.
D. 424,654

MAR 18 1975

New England Newsclip

Medicare / Social Security

By WENDELL COLTIN

A working conference with the theme, "Education for a New Age: Planning for Elderly" will be held Apr. 10 and 11 at the Holiday Inn, Government Center, Boston, under sponsorship of Middlesex Community College, Bedford.

The college has undertaken the conference with support from the Massachusetts Ass'n of Older Americans, Massachusetts Board of Regional Community Colges and the National Institute of Education. Its purpose is to bring together a limited group of approximately 50 community college administrators in the Northeast region, and experts in aging and education, to discuss in depth specific solutions to common problems encountered in educational program development for elders.

Dr. John H. Kendrick, dean of continuing education at Middlesex Community College, said the conference grew out of a nationwide survey of community college programs for elders undertaken by Ben Hersey and Mrs. Lillian Glickman for the Massachusetts Ass'n of Older Americans.

The survey was the basis for preparation of a program-planning guide for educational services to elders through community colleges, which is soon to be published by the National Institute for Education. It found growing interest and enthusiasm on the part of community colleges in reaching the older adult population.

Most administrators expressed particular interest in information on programming for elders in other colleges and many felt that, while there was a wealth of background information, there was very little material which dealt with the practical dynamics encountered in planning and administering programs. Consequently, Middlesex Community College engaged the survey team to develop a conference to fill the gap.

Hersey and Mrs. Glickman have masters' degrees in social work. He was graduated from the Boston University School of Social Work, she from Radcliffe. He served as director of the Boston Center for Older Americans, also as a staff and board member of the MAOA. Mrs. Glickman, who was also graduated from the Florence Heller School of Social Planning and Administration, Brandeis, served as coordinator for the Massachusetts Special Planning Commission on Elderly Affairs and the 1971 White House Conference on Aging; and was responsible for coordinating Massachusetts' role in the conference.

As executive director of the Massachusetts Governor's Commission on Citizen Participation, she studied the voluntary action programs in the Commonwealth and development of state-supported volunteer programs. In recent years, Mrs. Glickman worked for the MAOA, developing and implementing programs to train older adults as advocates and information agents.

While serving as director of the Boston Center for Older Americans, Hersey worked with elder leaders to form the first statewide advocate organization for elders in the nation, the MAOA.

(Your questions are welcome. Address Medicare Mailbox, Boston Herald American, 300 Harrison Ave.

...ersity of California, while Mr. Mc... of Berkeley.

...dren who did not use entitlements ...y transfer their entitlement to their ...ren. By Representative Yatron. (D-...).

...HR 3118—Bargaining. To amend the ...tional Labor Relations Act to provide ...l the duty to bargain collectively in...ides bargaining with respect to retire...nt benefits for retired employees. By ...presentative Rees (D-Cal.) and two ...ers.

The agreement is the culmination of more than two years of negotiations between Berkeley and the government on an acceptable plan for hiring and promoting more women and members of minority groups.

Federal officials recently warned the university that unless seven deficiencies in Berkeley's latest proa special assistant to the O.C.R. director, Peter E. Holmes, with responsibility for higher education. Her appointment is supposed to give her a policy-making role in Mr. Holmes's office, while relieving her of day-to-day responsibility for dealing with complaints of employment discrimination.

Pentagon Asked to Assess Effects of Ending GI Bill

WASHINGTON

The White House reportedly has asked the Defense Department to estimate the effects on military recruitment and enlistment if educational benefits under the G.I. Bill were eliminated.

Odell W. Vaughn, deputy administrator of the Veterans Administration, said the question of possible elimination of educational benefits came up when the V.A. asked the White House to consider setting a date officially ending the Vietnam wartime period. Such a move would mean that persons serving in the armed forces after that period would be ineligible for G.I. Bill benefits.

The cutoff in educational benefits would not affect anyone already eligible for such aid or anyone now on active duty.

William K. Brehm, Assistant Secretary of Defense for manpower and reserve affairs, said the Pentagon might support cuts in G.I. Bill benefits, but that it opposed the outright abolition of the program.

In the past, G.I. Bill benefits were not available to persons who served in the military between World War II and the Korean War or between the Korean War and the Vietnam War. However, when a new G.I. Bill was passed, authorizing benefits for Vietnam veterans, it was made retroactive to cover veterans of service between the Korean and Vietnam conflicts.

In the past the military has used educational benefits as a major recruiting tool or to soften the sacrifices made by draftees. Some officials have felt, however, that with a volunteer military force, such extra benefits need not be given.

Vanderbilt University announces the Harold Stirling Vanderbilt Scholarships

The Scholarships are awarded "to students who have demonstrated qualities characteristic of Mr. Vanderbilt: A lively intellect, sound scholarship, tenacity of purpose, versatility, a commitment to excellence in worthwhile endeavor," and "for exceptional accomplishment and high promise . . . in science, music, art, journalism, creative writing, debate, dance, theatre, entrepreneurial activity and academic work generally." Undergraduate scholarships provide $5000 per year for four years.

Office of Admissions
Vanderbilt University
Nashville, Tenn. 37240.

MIDDLESEX COMMUNITY COLLEGE
Presents

Education for a New Age: Planning for Elderly in Community Colleges

A Two-Day Working Conference in Historic Boston

April 10-11, 1975 Tuition: $25

- Enrollment limited to *50* community college administrators, project directors and deans of continuing education.
- Opportunities to share information and plan strategies with practitioners of successful elders' programs presently operating in Iowa, Massachusetts, Minnesota, Pennsylvania and Florida.

Special guests: Andrew S. Korim, AACJC, author of *Older Americans and Community Colleges;*
Dr. William Dwyer, President, Massachusetts Board of Regional Community Colleges

For applications, call or write:

Dr. John H. Kendrick, Dean
Division of Continuing Education
Middlesex Community College
Springs Road, Bedford, Mass. 01730
Phone (617) 275-8910

193

...Bills ...n Congress

WASHINGTON

Following is a summary of bills ... interest to higher education that

Ford Meets Higher-Education Leaders